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ABSTRACT

Most secondary schools in Great Britain today have implemented residential courses. They have built, bought, or adapted premises ranging from derelict colleges to country houses for use as residential centers where students may spend from a few days to several weeks studying, working, or learning to use leisure time. This publication examines several aspects of residential experience: (1) what is contributes to the education of children which could not be done on a day basis from school, (2) the objectives of residential work, and (3) planning necessary to achieve the objectives. Topics discussed include how girls experienced hotel life in London, field studies in English, a housecraft course, education for and through a leisure course, an outdoor pursuits centre, and other examples of residential work. Among examples of single-school strategies presented are how a town school converts a rural railway station into a residential centre, and an outdoor activities week. (Author/RM)

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SHORT-STAY RESIDENTIAL EXPERIENCE

residential work by secondary school pupils

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FOREWORD

The aims of this pamphlet are to give brief accounts of the ways in which a number of schools made use of short-stay residential experience and to highlight a number of issues for consideration and discussion by teachers and others interested in residential work as part of the education of young people. The emphasis is on the experience and its relation with the schools rather than on the centres which are used.

The pamphlet is based upon residential work observed within the normal course of school visiting by field officers of the Schools Council during 1970. Experience of residential work was discussed in schools, with teachers and with pupils, and in most instances the residential centres themselves were visited while pupils were staying in them. The pamphlet has been compiled from the writings of field officers and several of the teachers concerned.

In order to allow a rich variety of experience to be described without widening the scope of the pamphlet to an extent that would make identification and discussion of different aspects difficult, the work observed was confined to pupils aged 11 to 16 years and excluded: visits to places outside Britain, schools which offer full-time residential schooling or provide a term or more of residence for some pupils.

When considering the residential experience of older pupils the authors are conscious that many children have already had their first experience of this kind by the time they are 11 years old. They are also aware of the particular role of the Field Studies Council in pioneering field studies courses for schools, especially though not exclusively related to post-16 studies.

It is recommended that the pamphlet be read in conjunction with the Schools Council's publication Out and About: a Teacher's Guide to Safety on Educational Visits (Evans/Methuen Educational, 1972), which gives a broad survey of out-of-school activities with special emphasis on safety aspects.

I. INTRODUCTION

In recent years there has been a greatly increased interest in and use by schools of residential experience lasting from a few days to several weeks. It is not so long ago that opportunities for many children to spend some time away from their families were very limited. Now there must be few schools in which some pupils do not go on residential courses for one purpose or another. Many LEAs have built, bought or adapted premises, ranging from derelict cottages to country houses, for use as residential centres; an increasing number of schools have obtained their own residential facilities.

With demands upon curriculum, timetabling, staffing and finance, it is important to examine what residential experience is believed to contribute to the education of children which could not be done on a day basis from school. What are the objectives of residential work and what planning is necessary to achieve them? An attempt is made here to present the essentials of residential experience as seen by the many schools visited by the Schools Council's field officers.

Social considerations

The social element is an intrinsic one in the work of all the schools, so fundamental that many might not mention it in stating the aims for a particular unit of work. Such aims are often those directly concerned with the subjects or activities being carried out. In living with a group, large or small, for a period of time away from home the schools hope that children will:

(a) develop an increasing understanding and tolerance of their fellows;
(b) learn to accept the regulations imposed by the very fact of living in a small, compact community;
(c) develop, if it does not already exist, a willingness to contribute to the welfare of the group in work, leisure and household chores.

Most pupils and staff are impressed by the increased mutual understanding and respect developed over a period of residential work, and would claim to be better for this. The informality possible in the residential situation contributes greatly to this; it is not easy to remain distant after a day in the rain, ploughing through bogs and streams in the company of a group of children. This sharing of all experiences, gay or dismal, pleasant or nasty, and perhaps particularly the special interest or achievement, sometimes drawing on the limits of one's mental or physical resources - all this creates a bond.

The relationship between teacher and pupil is continuous and neither can easily conceal his true self from the other. The teacher sees the pupil under entirely new circumstances and sees aspects which, at school, may remain hidden. Often they give the teacher a deeper insight into the pupil as an individual. New aspects of personality become apparent - whether or not he is persistent or gives up easily, prefers to work or play alone or in a group, leads or follows, is self-reliant or dependent, capable of organizing his own time and activities. The presence of the teacher means that there can be a reinforcement of learning when it is required. Often too the pupil realizes that the teacher is learning at the same time, and thereby can be encouraged in his own efforts. In addition, the knowledge teachers gain of each other can have a profound influence on staff relationships, and so on the general life and work of the school.

All visitors have to adjust to the local community. Where the change of environment is marked and where good contacts are established this can lead to an appreciation of what may be a completely new way of life. This is perhaps seen more particularly when children from an urban area are brought into the countryside and into contact with sympathetic local people.

Personal development

Social and personal development are inseparable, but in many examples of residential experience a deliberate attempt is made to provide the kind of atmosphere in which personal development can occur. Opportunities for developing confidence and self-reliance by careful grading of situations, whether in academic work, in outdoor activities or socially, contribute to the overall effectiveness of the stay. Similarly, qualities of leadership can be fostered sometimes by allocation of leadership responsibility, but more usually by creating a fairly fluid situation in which leaders can emerge and change. Often youngsters show leadership in the new situation which the teacher could not have anticipated. A valuable part of any stay is the opportunity for young people to learn to cope by themselves with new situations. There are opportunities also to take part in physical activities not possible in the neighbourhood of the school. In these the presence of sympathetic staff, sharing both in the activities and in the physical conditions, is a source of encouragement and support.

In their aim of encouraging personal development most of the schools consider it essential to offer pupils a large measure of responsibility for their own work - either within a reasonably firm framework or in a more flexible situation which encourages and enables the children to follow up interests as they arise.

Academic aspects

Academically, residential work is a logical extension of the idea of the expanding classroom. School work can provide first-hand, inquiry-based experience, but residential work can provide continuity of this experience with a more concentrated personal involvement. There is a freedom from timetable constraints which enables interests or lines of development to be followed up immediately. For this to be effective, it may be necessary

to avoid too rigid organization. It also follows that a residential centre should be well provided with equipment, books and materials to satisfy readily the needs of any child. The level of motivation unexpectedly seen in some children previously apathetic or even hostile to school is commonly mentioned: the child who became absorbed in fossils, the town boy who avidly read any book on birds he could find, the general willingness of children to work unasked well into the evening. The real situations met with give a foundation upon which children can base understanding.

Examples of work

This pamphlet is concerned with the use schools made of centres rather than with details of the centres themselves. The considerable variety and range of provision met by field officers is nevertheless of interest:

(a) LEA centres, fully staffed, offering courses for individual schools or groups of schools;

(b) LEA centres fully staffed providing a base in which schools carry out work planned by themselves, centre staff providing help and advice as required;

(c) LEA centres, with only domestic staff, used by schools for their own work;

(d) schools with their own centres, almost invariably with no resident staff and entirely independent;

(e) accommodation provided by a variety of bodies such as the Field Studies Council, Youth Hostels Association and various holiday associations;

(f) hotels or guest houses used by schools;

(g) camps, sometimes on private sites, sometimes on LEA sites;

(h) exchanges of pupils between schools - usually, but not always, in which children stay with their counterparts.

Many of the schools make use of most of these variations and some use all of them. Examples of the work observed are presented in two ways: first, short examples are grouped under broad headings; secondly for each of a few schools an outline is given of the residential experience undertaken and of the school's general philosophy towards it.

II. EXAMPLES OF RESIDENTIAL WORK

The following simple classification is used as a framework within which to present examples of residential experience:

A. Work in which the main aim was to provide a change of environment

B. Work based on subjects, groups of subjects or activities

C. Work concerned primarily with introducing or developing leisure pursuits

D. Work which attempted to extend what the school was trying to do in bridging the gap between school and adult life

Each of these examples represents merely a part of what the school does in residential work and in general. In selecting examples, in some cases only particular features of a whole course, it is to be understood that this is not a reflection of the extent or special emphasis of a school's work.

A. A change of environment

Many schools see in residential work an opportunity for providing pupils with a radical change of environment. Most residential work tends to be done in rural areas, providing an obvious extension of experience for pupils from urban areas. Often the residential centre is a hotel or a beautiful old house and provides a marked change of scene for many pupils, especially those from backgrounds of varying degrees and types of deprivation. Again some schools make full use of the hard, physical challenge of strenuous experience whether the pupils are from deprived backgrounds or not. Any new situation can, of course, be a challenge to young people, and in successfully facing up to it, with support where necessary from sympathetic adults, they gain in confidence and self-reliance.

The basic aim of all this type of residential work is to attempt to widen perspectives and social experience for pupils. Sometimes by joining with their contemporaries from other schools the whole experience is further enriched.

Often a rural school chooses to visit a town or city of some historic interest. London is a popular choice, but other places, perhaps nearer to school yet not known to the pupils in general, are used with good results. The approach varies from school to school; some teachers believe in letting the visit make its own impact, with little or no preparation; others prepare very thoroughly and provide guides, questionnaires and maps to help pupils look more deeply into things that appeal to them. Sometimes the visit is seen as a direct extension of school

work with written work and other forms of recording done daily; sometimes, particularly in hotels where 'classroom' facilities are not available, the whole time is occupied by visits and activities, the consolidation and follow-up being left until the return to school.

1. Challenging work with difficult boys

'Och aye, where's your teacher?' - A young teacher took on the responsible task of taking small groups of two to seven boys, with difficult backgrounds, to a school-owned country cottage in an isolated spot with no electricity or piped water and no amenities except streams, woods, moors and sea all within walking distance. A friendship group, usually a nuisance group in school, stayed at the cottage for several weekends (Friday evening to Sunday evening); the aim was to help the boys achieve self-control and co-operation in the business of living and working together under difficult conditions.

During the weekends work was done on the development, decoration and general maintenance of the cottage, making contact with local people, helping on farms, long arduous walks, camping. The series of weekends culminated in camping for a week in a distant area - Scotland in this case.

The teacher gives us some of his aims:

> To improve physical fitness and agility, by satisfying a natural desire for adventure, in a healthy environment, in hill walking, rock scrambling, swimming, minor feats of endurance, etc.
>
> To encourage development of qualities of character and attitude of mind under a policy of companionable informality and organized recreation rather than rigid regimentation ... self-confidence, courage, self-discipline, obligation to others, sense of leadership.
>
> To give instruction in basic camp-craft skills, map-reading, compass work, first aid, hygiene, country code ...
>
> Elementary geography, geology, biology based on observation and spontaneous question and answer.

The 'companionable informality' is well illustrated by the quotation above. It was the greeting of the Scottish landlady when the group arrived, and the teacher was in fact proudly sporting a two-day-old beard at the time!

The school staff were unanimous in their agreement on the great improvement in the boys' attitudes to school and to <u>other</u> members of staff, and in the rapid improvement in quantity and quality of their work in school in <u>all</u> subjects.

One boy, who was not particularly good at writing or spelling but had a good, vivid turn of phrase, ended what was for him a long account of one weekend with 'The week taught me another thing - think of others and help them if they need help.'

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2. Deprived girls thrive on arts course

'Well-mannered and welcoming to everyone'- This girls' school is situated in the depressed slums of a Midland town where all the chronic civic problems seem to be concentrated in one area: bad housing, decrepit drainage, condemned and empty houses. Factories awaiting demolition surround it. Severe social and family problems are to be found and many families haunted by the frustrations of failure and inadequacy inhabit the area. There is nevertheless a core of semi-skilled workers and labourers, with intense loyalty to their families and workmates. In addition there are groups of immigrants with ideals and ambitions of their own, intent on making a good life for their families in a new environment.

The school runs a course which includes, as part of its syllabus, a study of its environment, and of contrasting/similar environments such as a more modern industrial town, a holiday and tourist resort, a country town in a rural area, a 'civilized' town such as Bath. Visits to each are part of the course.

Half way through the course, in December or January, a week's residence is arranged at a large old house deep in the country and approached by a three-mile drive. This house is provided by the LEA for residential courses and has a staff with special interest in drama, music and art. It retains the family portraits of its former owners, fine decorations and some of its original furniture.

The wide halls, large rooms, and peaceful grounds, and the aura of permanence and well-being, are a new experience to these girls. The emphasis on things regarded by their families as either 'useless' or 'beyond the likes of us' is a dramatic change in values which has far-reaching results.

The girls were accompanied by their own form teacher who acted as adviser and friend in a strange situation. The whole group went, except for the three or four whose parents remained adamant in refusing permission because the girls were needed to look after younger children and prepare the parents' evening meals. Those parents who could not afford the cost were helped by the LEA. Those children whose parents would not pay, although they had the money, were paid for out of the school fund. (Clothes and even pocket money have been provided in particularly difficult or unco-operative cases.)

The course consisted of a week's concentrated work in one of the three fields (music, drama, art), the pupils having as much free choice as possible. Complete freedom of choice was not possible because of the strong preference for drama of most of the girls - in this school drama is taken by a very talented teacher who sees it as a therapeutic medium. Some initial disappointment had therefore to be dealt with, but it did not last beyond the first day except as a memory and a developmental point.

Music was the most difficult subject for these girls but the patience and teaching techniques of the tutor produced some interesting and melodious work by these children with very limited musical backgrounds. Original composition in small groups of instrumentalists

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was the main theme and provided most of the final concert. The instruments were drums, cymbals, bells, xylophones, recorder and glockenspiel. The original melody often consisted of only a few simple notes played at wide intervals and varied in traditional ways, but the build-up of rhythm, interval, dramatic episodes, and the intertwining of instrumental effects produced a very emotive composition and a concrete feeling of success. Turning poetry into song also played an important part. All these were recorded on tape, replayed on return to school and kept as a record of the group's achievement.

A series of themes was provided for dramatic work, from which the pupils made their own choice. They then proceeded as a team to build up a play consisting of movement, sound effects and character studies to develop the theme. Words were added as and when needed and the whole production became part of the final concert to which staff and parents were invited.

The art group had an enormous variety of materials which were transformed into three-dimensional models, wall plaques, tiles, embroidery, fabric printing and dyeing and many kinds of representational and abstract painting. These were individual pieces of work, but the group also planned the stage scenery with the drama and music groups and worked together on this.

The evenings were spent in entertainment which was varied, but demanded the acceptance by the whole group of democratically planned programmes. This period before and after dinner was the time when a great deal of personal discussion took place in a very adult and balanced way. It was the function of the form teachers to use this time to link the residential experiences with the home and school experiences through discussion and exchanges of opinion. But the girls were free to choose for their own enjoyment, the group-organized entertainment or their own occupations. There was, for example, a library providing a quiet reading place, a writing room, a games room and an art room. All staff and pupils changed for dinner which was treated as an 'occasion' throughout the week.

The results were felt by the school be very worthwhile. The atmosphere of tranquillity had a permanent effect on voices, self-control and movement about the school. The interest in aesthetic matters was greatly increased, the visits to special art exhibitions during the next term, for example, being welcomed with interest and much discussion. The school had no one who could follow up the kind of musical experience given, but the pupils' appreciation of music as an interpretation and extension of experience was continued in related studies, e.g. 'Noye's Fludde' by Benjamin Britten, the Bible and a modern play on the same theme of communal danger occurring in the Coventry plays. The concentrated experience of group work was a great help to the school's planned efforts to substitute co-operation for competition. But there were other benefits. The residential centre ran weekend drama courses on a voluntary basis. Many of these girls were invited back to help as players in large productions where they

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joined older and more intellectual young people, and as helpers on the club's open days. They were invited to do this because they were recognized to be (quoting the warden) 'competent in organizational matters, tactful in coping with individual visitors, well-mannered and welcoming to everyone and willing to help with any emergency.'

3. Northern girls experience hotel life in London

'They had tremendous confidence by the end of the trip' - The headmistress of another such school writes:

> Our aim is to produce confident, mature, well-balanced young women, attractive and well informed on many subjects, a credit to themselves and to the community, good citizens themselves and capable of rearing future good citizens. There are many ways of achieving this and residential vacation work, we feel, offers an opportunity to teach many things, social and academic, in a short time, which could otherwise never be covered. We insist on top hotels and a balance of visits so that the obvious academic gains can be enriched by social experience which often, the pupils feel, is more important because it will probably be called on again and again in adult life. These children cannot gain this experience through their parents and homes and are desperately wishing to take that step forward. Social opportunity, we feel, is equally as important as academic opportunity; without it true progress cannot be made.

A four-day trip to London was organized through a local travel operator who provided a coach for the whole period. Visits were made to the Zoo, St Paul's, the Tower of London, the Planetarium, London Airport, Hampton Court, the Post Office Tower, and the usual sights of London. A highlight was to have been a tour of the Houses of Parliament conducted by the local MP, but instead they had a good viewing position for the interesting procedures of the dissolution of Parliament. Free time in one of the large stores was appreciated. A river cruise, with commentary by the boatman, gave a new viewpoint and a not too favourable impression of the Thames. The theatre visit was an experience new to almost all the girls who, as well as enjoying the performance, were impressed by the size of the theatre - and the price of the ice-cream. Make-up and dressing to suit the occasion were encouraged throughout.

At first the girls were slightly subdued in the restaurant, but after the first day they relaxed and talked to other people in the hotel. By the end of the trip their confidence had greatly increased, and they were quite at ease entering strange restaurants and talking to waiters.

Before the trip all these girls had been grouped together for three days for general briefing. On their return to school they came together for another three days to discuss and write about their experiences and to prepare an exhibition for parents and others to see.

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In all, forty fourth-year girls were accompanied by five members of staff plus the headmistress's husband and young son (this helped to develop an informal, family atmosphere). The all-in cost was £15 per girl, for which the school made arrangements for regular saving throughout the year. Staff paid for themselves. The school used its very limited financial resources to help needy cases.

4. 'A school at camp'

The twenty-two years of a school camp have seen great changes both in the school, a secondary modern, and in the uses to which the camp is put. It was started as a holiday camp for needy children, but it has developed until it is a major interest of the school, fully integrated into the school's general work, and forming part of a programme of outgoing and philanthropic activities in which practically all staff and pupils are at some time involved. The success of this development from a purely holiday to a broadly educational function has led the school to organize a second camp on another site.

Almost as soon as one camp is finished, planning by the master responsible for camps starts for the next year. The school is well provided with camping equipment but, as the idea is virtually to transfer school to the camp site, three marquees are hired, one as a cook house and food store, one as a dining tent and one as a classroom. Vast quantities of food are ordered. All pupils who are going are medically examined.

An advance party of senior boys and staff prepare the first site over the weekend for the arrival of the main party on the Monday; a fortnight later the equipment is transferred to the site of the second camp.

Two camps more easily allow a progression of work and skills. In 1970 the first camp was attended by about eighty younger pupils, many of whom had not been camping or to the seaside or away from home by themselves. Instruction in elementary camp crafts and preparation of some of the studies to be carried out were done in the weeks before, outdoor pursuits being an integral part of the school timetable. Each camper was provided with a file containing:

(a) a message from the headmistress;
(b) general information and camp craft;
(c) a list of personnel and staff; patrol groups (each with a leader), study and duty groups (mixed);
(d) a camp timetable;
(e) notes on canoeing, lightweight camping;
(f) a map of the area;
(g) notes on the pilot scheme - an introductory work and study of the area with questionnaire and list of reference books;
(h) notes on fossils, shore animals, seaweeds, birds, wild flowers;
(i) diagram and study notes on the abbey.

The camp timetable on p.17 gives the bare bones of the fortnight.

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Although conducted with an almost military style precision the emphasis was on the establishment of good personal relationships, with staff alert for any children who had difficulties in settling down. The classroom marquee was organized on a study group basis, each group having a work table backed by display panelling on which work was displayed as it was done. After a busy day 'in the field' children returned to camp to work enthusiastically on their finds and records; often the problem was to persuade them that it was time to stop. Voluntary activities in the evening enabled youngsters to develop almost any aspect of work or general activities in which they were especially interested. For some, fossils and fossil hunting proved of absorbing interest: collecting, cleaning up, polishing specimens and, in one instance, eagerly taking a visitor to the shore and showing him what could be found and how fossils were collected. For many, biology opened up a new, unexpected world of wonder leading to the use of reference books, microscopes, hand lenses. Others eagerly took advantage of the opportunity, with staff supervision, to canoe, or fish, or swim in their free time.

The second camp, attended by thirty boys from the third year and above, followed on immediately. Most had had previous camping experience and the programme was devised to allow this experience to be pursued more intensively. Nevertheless it also provided an introduction for beginners. Canoeing, rock climbing, orienteering, pot-holing, fishing and a night exercise were available for all, while the hardier boys undertook lightweight camping expeditions on their own with check visits by staff. Classroom periods were expected as before and visits of a more familiar educational nature including village studies were carried out and recorded.

The camper's file included material similar to that for the junior camp. Information and study sheets were related to the area but also reflected the greater maturity in age, interest and level of work of the boys; the 'pilot scheme', for example, was an exercise in formal route-finding given references and distances, with main features of interest and work to be done at each point.

The two camps provided a logical extension of the school's emphasis on outward-looking work and the two periods a week devoted to outdoor pursuits. Governors, parents and local people generally have been stimulated by the work of the camp and all the other work, including social service, done by the school. The school sees the camps in particular as providing a large number of pupils (about a quarter attended the two camps in 1970 when this was written) with the opportunity of school work in a new environment and of experiencing a totally different range of inquiry work, with a touch of adventure. The staff have seen a marked increase in enthusiasm for and quality of work both at camp and in school. They value the happy, informal family atmosphere, achieved without any loss of standards of work or conduct. The headmistress herself attends for most of the time and the chairman and other members of the governing body, as well as parents, also visit.

Day	Duty	Morning	Afternoon	Evening
Sat	All	Advance party arrives. Erect sleeping tents and cooking marquee		
Sun	3 staff	Main party arrives. Erect two large marquees and help establish camp. Settle in.		
Mon	Group 7	All groups on pilot scheme; introduction to the area		Arrange classroom displays
Tues	Group 1	Groups 2 and 3 Marine biology 4 and 5 Town (booklet questions) 6 Abbey 7 Canoe training		One hour classroom then free
Wed	Group 6	Groups 4 and 5 Marine biology 1, 2 and 3 Town 7 Museum		One hour classroom then free
Thur	Group 4	Sea fishing trip with selected group Lightweight camping training Canoeing		One hour classroom then free
Fri	Group 5	Second year boys lightweight camping expedition Groups 1 and 2 Museum 3 and 4 Abbey		One hour classroom then free
Sat	Group 2	Classroom work Camp maintenance	Free	Free
Sun	Group 3	Church or chapel Camp maintenance	Parents' day visit	Camp maintenance
Mon	Group 4	All groups walk to neighbouring bay		One hour classroom
Tues	Group 6	All groups on patrol tests in town	Coach visit and study of neighbouring small port	One hour classroom then free
Wed	Group 3	Moors walk		One hour classroom then free
Thur	Groups 1/2	Completion of all group work	Patrol competitions	Camp fire
Fri	Group 5	Strike camp, load equipment and clear site. Main party return home by coach. Small advance party to second camp site.		

The camp timetable

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B. Subject-based experience

Residential courses for field work in geography and biology have been well established through the work both of individual schools and special centres.

Increasing use is being made of the possibility of developing courses which cut across subject boundaries and take advantage of special staff interests.

The development of Mode III examinations in CSE (as illustrated in examples 3 and 4 that follow) has enabled schools to include field work in their assessment and so extend the benefits of residential experience to examination candidates, for whom pressure on curriculum time often prevents or severely limits residentially-based work.

1. Field studies in English

The residential centre used by an individual school in a northern industrial city is a working farm, which is used also as a guest-house for tourists in the summer months. The building is of historic and literary interest for its associations with Thrush-cross Grange in Wuthering Heights. The maximum number that can be accommodated is twenty-five. Bed and breakfast, packed lunch, evening meal and supper are provided. There is ample space for working in the evenings.

Interest in the Brontë sisters and the Brontë country as a focus for school English activities goes back some seven years. It began as a combined course in English, geography, art, and botany, and residence for the week was under canvas. Opportunities for work in English proved so stimulating that a residential course was organized at the farm guest-house.

It soon became obvious to the teachers that much would be gained by integrating these courses into the life of the school. A Brontë society was formed with the aims of promoting an interest in the literature and lives of the Brontë family; providing a wide range of English experience; studying the local history and geography of Haworth and the surrounding district; and providing a mature, social framework for the work of the society.

The society is now an established part of the life of the school, and membership is open to fourth-, fifth- and sixth-form pupils. There is a junior section for first-, second- and third-year pupils, who are eligible to attend the residential courses but can become full members of the society only in the fourth year when they are required to take the entrance examination based on a knowledge of Jane Eyre, Wuthering Heights and the lives of the Brontë sisters.

There is an annual exhibition of photographs, pictures, maps, books and written work, illustrating current and past studies, which is open to pupils of the school and visitors. It includes a 'lecture programme' given by the children who work partly with slides and tape-recordings. A comprehensive catalogue of 'resources' is produced to stimulate interest. A one-day conference, held on

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a Saturday, coincides with the exhibition and is open to all. The day is spent in listening to lectures by outside speakers who are experts on the Brontë sisters.

Former members of the society attend on these occasions and are often present at the normal meetings of the society. For them there is also an annual reunion at the farm centre and this includes a day walking on the moors followed by tea at the farm. For members there is also an annual day's outing by coach to some place of interest linked with the Brontës, and a leisurely walking tour.

Examination of the large and growing library of books, pamphlets, maps, pictures, tapes, films and slides enables one to appraise the influence that the society has upon the English work throughout the school. The children involved not only provide examples of work done and set standards, but are themselves used as sources of information by their fellow pupils who are not directly involved. There is no limitation, either by ability or finance, on pupils working to attend the residential courses. The qualifying examination may appear to be restrictive, but only in the sense that it excludes pupils who are unlikely to benefit from a more detailed study of the work of the Brontës and the geographical, historical and other resources present in the area. The concentration on English studies has provided a firm base of specialized interest, supported by a rapidly growing resources library that now requires a special room to house it. Nevertheless the English team is to be joined in the future by an historian and there are indications of the development of some form of integrated studies.

A vital aspect of the residential course at the centre is learning to work together in groups - sharing knowledge and experiences, dealing with other people, both local inhabitants and visitors, in a courteous and friendly manner and showing tolerance for each other as temporary members of a small community tied by a common interest. The preparation work, the continuous follow-up throughout the year, and the quality of writing in prose and verse included in the society's magazine, testify to the value of short-stay residential experience in this school on the fringes of a large city, whose teachers had the foresight to see the potential of a rich literary environment only an hour's journey away. It is significant that during the year pupils will give up their weekends to visit the area and stay at the centre in order to complete work or continue a small piece of research.

2. Co-operative athletics training

'Forty miles per week' - In the summer term the physical education master gathered together the seven boys and eight girls (drawn from the second to the fifth years) who had been selected for the district athletics team competing in their county athletics championship. This PE master was a firm believer in residential work, and took the opportunity to arrange a week's stay for this group. He was aware of the social possibilities and interested in the effect of single-minded concentration on athletics for a week.

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His aim was as much to capitalize upon the common interest as to improve the level of athletic performance. Two senior girls with the accompanying woman member of staff undertook most of the cooking to allow the athletes to concentrate on their training. Because of lack of facilities for jumping, only runners and throwers were in the party.

All had had a fair amount of athletics training in school and were therefore able to follow and to understand the training schedules laid down. For practical purposes the group was split into three sub-groups: throwers, sprinters and longer distance runners. The throwers marked out throwing areas for javelin, shot and discus in the centre's field and also in a field belonging to the vicar. In doing this they had to think about the safety factors involved.

All groups did a pre-breakfast run of just over a mile. The rest of each morning and most afternoons were taken up with further training, the emphasis being to foster a spirit of co-operation and a beat-your-own-previous-best attitude rather than competition between individuals. Throwers and sprinters remained at the centre with the woman teacher, while the physical education master went with the group of longer distance runners. This latter group showed significant development. Their runs progressed in distance and difficulty of ground covered. It was a team effort with all the members trying to work towards a faster team time. In doing this they all improved physically and gained enormously from the general spirit engendered. They were proud of having covered over forty miles in the week.

A fitness session for everyone was based on informal games type of work but well planned to encourage stamina. An 'It's a knock-out' type of atmosphere prevailed at times; teams carrying buckets of water from the stream to a bin some two hundred yards away were a source of great hilarity, enjoyment and dampness.

It was not all hard training. In off-periods small groups of friends went out on a mini-survey of the valley, each group taking a section and noting houses, shops, farms, telephone boxes, guest-houses, hotels, transport, doctors, and useful local information. The three older girls were glad to go the three miles to the village where they could combine work with gift shopping. After tea diaries were written up and the work of the next day discussed. Sometimes the pupils sketched or painted, especially when the weather became too bad for outdoor work.

The physical education master was well satisfied with the week. He doubted if sports day results were improved because of it, but welcomed what he thought more important - the team spirit that developed and especially the approach to personal standards and co-operation.

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3. Housecraft for CSE

'A tiring week, but thoroughly enjoyable' - When the school acquired its own residential centre the staff took advantage of the opportunity to give girls on the CSE housecraft course real responsibility. Two senior girls accompany each party of younger, usually first- and second-year children. The housecraft teacher who organized the scheme writes:

> The idea behind the scheme was that girls should be given as near a family situation as we could possibly hope to arrange during their course for a period of five days. They were to regard themselves as being in charge of the cooking and assisting with the welfare of their group of children (although not of course usurping the position of the school staff accompanying the party). Although the majority of the CSE girls had proved confident cooks throughout the year I knew that if this system was to be a success they would require good basic guidance in the weeks before their visit. I therefore drafted out the duties of the house-mother, intended as an outline of their responsibilities, but by no means the A to Z of their work. Through this work therefore I saw them using much of their own initiative and common sense to deal with unforeseen situations as they arose.
>
> As regards the food, the girls, with some guidance, planned a menu and a basic order for a party of twenty during a housecraft lesson. The menu sheets, duty rota and house-mother duty sheets were drawn up and discussed in great detail. An arrangement was made with a local shop to deliver the orders on the Monday of each visit.
>
> It was the responsibility of the girls to arrange children's duty lists in consultation with the form teacher and the children and to obtain any other information required from the group they were to accompany.
>
> Any pre-preparation (fruit cakes, flan cases, flaky pastry) was done during their Friday morning practical cookery session. Basic food orders were modified at 4 p.m. on Friday on advice given by the previous week's house-mothers to avoid the stock-piling of food at the centre.

The girls took with them their general instructions and duties, the week's menu and appropriate recipes. As the use of the centre continued all the girls, who had stayed at the centre earlier in their school life, were aware of the general routine and organization; they knew from their earlier experience the working of the house-mother system as it came to be called. The housecraft course in the fourth year included a well-developed child care section, so that some general principles of looking after younger children had already been presented and discussed.

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The week's work contributed ten per cent towards the final housecraft mark; assessment was of competence in cooking and general housekeeping ability. The teachers in charge were asked to give an assessment for each girl according to a plan and scale of marks provided. Initially, this involved much discussion among staff, the housecraft teacher acting as 'moderator', to establish a satisfactory level of comparability. With continued experience and with the inevitable mixing of staff at the centre the level of assessment rapidly became well adjusted.

The teacher makes the following general comments:

> Each girl bore the responsibilities placed on her, before and during the visit, extremely well. There were no major mishaps and any minor ones were due to a slip of the memory and not because a girl just could not be bothered.
>
> On several occasions, especially with the younger parties, the girls have been invaluable in dealing with arguments and upsets in the dormitory.
>
> There were few complaints of poor meals, late meals or untidy and lazy attitudes. In fact, standards were such that many members of staff, who were very dubious as to the girls' capabilities, often came back singing their praises. They were competent about their duties with the result that groups were able to carry on with the maximum of field work.
>
> The week gave most girls greater confidence in their abilities and adaptability to new situations. Early in their stay they realized how much depended upon their work and the development of initiative was most noticeable. With increasing experience and guidance the girls are becoming more thoughtful and self-appraising over their work.

Not all the week was housework for it was possible to arrange meals and duties so that girls could go out on expeditions or field work with other pupils, as well as sharing in the general social and leisure activities.

Perhaps the most valuable feature of the scheme lies in the relationships between the girls and the accompanying staff who, as stated above, fully appreciated what was being done and treated the house-mothers as equal partners in the running of the centre for the week. This growth of mutual self-respect continued in their relationships at school.

4. CSE biology

Mode III biology includes a good range of field work which is included as part of the final assessment. The main contribution comes from a week spent at an LEA residential centre some twenty-five miles from school in an area rich in opportunities for biological work. In some years it is possible for the group to spend two separate weeks at the centre.

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The social side of residential work is fully appreciated and the comfortable atmosphere at the centre, rather like a small hotel, helps in this aspect. The domestic arrangements are looked after by a warden and his wife (not teachers) and visitors are expected to assist with the lighter household chores of table setting and clearing, washing up and a little vegetable preparation (much reduced following the purchase of a potato-peeling machine).

In October the biology group of twenty-five fifth-year pupils were accompanied by three adults, two men and a woman. The pupils organized themselves into five groups and each group decided beforehand on a unit of work. Those selected on this occasion were:

(a) a comparative study of worms in different types of land;

(b) a study of a decayed log as a microhabitat, involving determining the plant and animal population of a log, and comparison of logs in different stages of decay;

(c) seeds and fruits: collection and study of seeds and fruits, including classification, structure, dispersal germination and growth;

(d) a study of the factors involved in the uneven distribution of three plant species;

(e) a survey of a pond and its flora and fauna.

The work was presented as a group study together with individual records. Assessment was based on each pupil's attitude and approach to work during the week, a consideration of the work presented, a talk with each pupil about the work done and an open-ended written test a few weeks later. Staff felt that they were able to use the group work approach to obtain satisfactory individual results; certainly the individual folders within a group showed a wide range of quality.

The enthusiasm of the pupils was remarkable and a visitor at 9 o'clock in the evening would find some still cheerfully at work or would be seized upon and taken to the work room to see some interesting specimens.

The evenings after dinner were invaluable social occasions and mostly spent in general conversation; on one evening a visitor brought some colour slides and gave an enthralling talk.

C. Leisure

Most residential experience can lead to the development of lasting interests for the pupil. A number of schools and LEAs see great value in taking pupils out of the school environment and either introducing them to a range of new leisure pursuits or giving them an opportunity of developing further an interest already possessed. A recognized feature is the presence of adults who are known to be experts or enthusiasts, to stimulate and encourage the children.

1. Boys experience a range of leisure activities

'You may have some hidden skill' - The county youth service residential centre is a large old house in several acres of grounds. Accommodation has been extended by conversion of the former stable block to provide sleeping accommodation, a games room, and a lecture room. The warden has been at the centre for some twelve years and is responsible for the domestic side.

The centre has its own minibus, canoes and canoe trailer. In the grounds are two tennis courts, a soccer pitch, an open-air swimming pool and an assault course laid out by the army, as well as terraced lawns, gardens and a river.

Youth clubs use the facilities mainly at weekends and during the week the LEA organizes leavers courses for pupils from two or three schools at a time. A few schools plan their own residential course.

Thirty-one second-, third- and fourth-year boys from one of these schools shared in a week's course aimed at providing broader experience of leisure pursuits. (This week's course is only a small part of the residential experience offered by the school, which ranges from linked visits with a German school to tours by the rugby teams.) The two teachers who were with the party for the whole week were supported by additional members of the school staff during the day, in the evening or overnight. The timetable indicates the range of activities offered and the support given by non-school staff, some voluntary, some paid.

Groups for activities and for dormitories (sleeping two to seven boys) were organized on a friendship basis. All the boys were required to participate in all activities; even the three non-swimmers went along with their groups for canoeing although, of course, they were unable to go canoeing themselves.

The full timetable kept the boys busy all the time, a feature which they seemed to appreciate.

Timetable of week's course at county youth residential centre

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	travel	AB: golf CD: drama and fencing	AB: orient-eering CD: canoeing	AB: archery CD: visit to canal museum	AB: visit to canal museum CD: golf
Afternoon	AB: drama and fencing CD: archery	AB: canoeing CD: camping	AB: canoeing CD: orient-eering	AB: camping CD: canoeing	cleaning up and return
Evening	swimming tennis	swimming tennis athletics film discussion	AB: theatre visit CD: games practice	AB: games practice CD: theatre visit	
Extra staff	1-overnight and Tuesday	1-overnight and Wednesday	1-overnight and Thursday 1-all day	1-overnight and Friday 1-all day	

Staffing of activities

golf: local professional (fee)
archery: county coach (expenses)
camping: county youth organizer
canoeing: town youth leader
orienteering: neighbouring youth leader
drama and fencing: county drama adviser

The drama and fencing sessions culminated in the enjoyable presentation of a scene from Romeo and Juliet on the terraced lawn. Most of the facilities for the various activities were available in any spare time during the day or evening (for swimming, supervision was essential) and it was interesting to see such a wide variety of activities going on. Naturally not all activities were liked equally by all boys, but they all found at least one activity that particularly appealed to them and which they wanted to continue with. Indeed as a result of previous courses archery is now available in school, a few boys have joined the local golf club, and orienteering is highly developed in the youth clubs of the area.

Boys helped with washing up, made their own beds and kept the dormitories tidy. They responded well to being in accommodation belonging to someone else, co-operating with the domestic staff and taking care of property. In all, a very pleasant, relaxed, friendly atmosphere was achieved. For several of the boys it was their first period of time away from their family but they seemed to settle down very quickly, helped by those who had already had residential experience.

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From the staff point of view the presence of other members of the school staff, plus the activity instructors, gave some freedom from the task of looking after the group for the full twenty-four hours; and of course it greatly increased the number of activities that could be offered.

2. 'Education for and through leisure'

Staff from four schools in a western county met to discuss the possibility of leisure activities for children who normally 'hang around the street with nothing to do'. The result was that one of the schools ran a course at an LEA residential centre offering excellent facilities for all aspects of work and social living. Forty-eight of ninety fourth-year pupils attended.

Broad aim: to develop a more thoughtful approach to the use of leisure.

Specific objectives:

(a) to provide opportunities for the interchange of ideas on the use of leisure;

(b) to stimulate wider interests by providing, as tasters, a variety of new experiences and actual participation in a range of leisure-time pursuits;

(c) to provide an informal environment in which new relationships would be built up between pupils, and between pupils and staff;

(d) to consider the need for and possibilities of community service;

(e) to provide further motivation for school work in other directions.

The residential course was prefaced by work in the school involving a youth leader, using group discussions, surveys of local leisure facilities and their relative popularity, films, books and pamphlets.

The programme of the visit to the centre can be summarized as follows:

Monday: Walk to beach and to hills for sketching and observation. Talk on the district by the centre warden.

Tuesday: Participation in various activities under specialists. Pupils chose two activities from: study of the mineral railway, sketching, photography, geology and geography, biology, social studies, history. Evening visit to theatre.

Wednesday: Coach trip and walk. Evening: film.

Thursday: Participation in a range of leisure-time pursuits under the direction of specialists. Pupils chose two or three from: archery, climbing, pony-trekking, orienteering, pot-holing, fencing, walking. Evening: social.

Friday: Course evaluation through group discussion, a few questions being given as starters. The conclusions were tape-recorded.

During the following week in school discussion centred on 'the use of leisure in the service of other people.'

In appraising the visit the staff of the school felt that the week had been eminently successful. They commented on the way in which pupils (and staff) faced up well to situations, especially the pot-holing expedition, which would not otherwise have been experienced. The experience of being away from home for the first time, making limited funds last the week and the development of individual and group responsibilities were considered valuable. The excellent facilities of the centre made an incalculable contribution to the social benefits. Girls especially enjoyed having to dress up and by the end of the week much easier and more relaxed relationships between the boys and girls had developed. The experience of this school, including the tape-recording of the course evaluation discussions, was then used by representatives of all four schools as a basis for further discussion at the teachers' centre.

3. An outdoor pursuits centre used by boys from three schools

'A life in the open air' - From its beginning as a holiday camp for poor children, a centre belonging to a Welsh city has developed into an all-purpose outdoor pursuits centre. There is ample accommodation and the centre, situated near the sea with a background of Welsh hills, caters for an almost limitless range of activities. It is used by schools for field studies in almost all subjects and for a wide range of outdoor activities. Most schools, in fact, combine academic work with the stimulation and rigour of camping and walking.

The full-time warden, an experienced geographer highly skilled in the more dangerous branches of outdoor activities, is supported by two assistants, a man and a woman. Over the years he has established excellent relationships with the schools. As a result of his intimate knowledge of the schools and discussion with staff well in advance of the visit, activities at the centre are closely integrated with the work of the pupils in school. In addition to courses for individual or small groups of schools the centre offers planned courses for interested pupils from any school on such topics as design for living, adventure and expedition, which give keen boys and girls the chance to follow up interests stimulated by earlier courses. It is also used by youth service groups - another important link in the chain of continuity of interest and opportunity.

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'We helped to put out a forest fire' - Three schools combined to make a party of sixty boys from second, third, fourth and fifth forms for a two-week expedition and field work courses based on this centre. The warden had, as was his custom, visited the schools to plan the programme in consultation with his staff and in relation to the age and experience of the boys, most of whom had been away from home by themselves. Several had been to the centre before. Staff varied in experience from the fully trained outdoor pursuits man to the teacher who had done a fair amount of camping and walking. (A ratio of at least one teacher to twenty pupils is required by the authority. In addition there are three full-time staff at the centre.) The parents of each boy received a letter stating the nature of the course and giving details of the centre, cost, and clothing requirements; a form consenting to the course had to be signed and returned. Each party included pupils from poor homes (nominated by the headteacher) for whom no charge was made; the LEA states that normally these children should not exceed twenty per cent of those attending.

Preliminary briefing took place in school. Boys were divided into groups and leaders appointed, usually from those who had been to the centre previously and were known to have the skills, knowledge and sense of responsibility desired. Each boy received a booklet, compiled by the centre, giving routine information, advice on general behaviour and meeting local people, preliminary knowledge required such as map-reading, the various codes, operational instructions, the full detailed programme and sheets of instructions and guidance, study notes on the work of the course. Over the years the centre has accumulated, and is still accumulating, a very large number of work and study sheets that can be combined to suit the requirements of most schools.

The age range of the boys together with their varied experience called for a programme the complexities of which would take too long to list in detail. An outline, however, will indicate how a variety of provision ensured that each boy was 'stretched' and that there was progression of experience during the fortnight.

After preliminary briefing, organization, checking of equipment and instruction to ensure that all the boys had the basic skills of map-reading, use of compass, and campcraft, there were several levels of activity. The first night at the centre was spent under canvas and then the second-year boys stayed in the chalet. This was a log hut built by boys on previous courses (two on this course had helped) in forestry land. The hut slept twelve and gave the boys an easier but still exciting introduction to life away from town or village, especially as the boys had planned their own route from centre to chalet. Each of the two groups catered and cooked for itself.

While these boys were in the relative comfort of the chalet, others were camping out in the open, in clearings in the forest which they had located by map reference. From these sites they moved on the following day; it was interesting to observe and hear how realistically they approached the problems, assessed the distances they could cover in relation to difficulty of ground and so on. As the days

passed, under the leadership of the more experienced boys, these patrols tackled assignments which were increasingly difficult both with regard to distance walked per day and in the nature of the ground covered. It was impressive to observe them finding a small clearing, preparing the area, setting up the camp with great care to ensure safety from fire when cooking, in weather which ranged from warm to wet and very chilly.

At the same time the younger boys were being led gradually into more difficult situations, each successive assignment providing a greater challenge, giving a sense of achievement and a growing confidence that was fostered by staff encouragement.

Each stage of the work included some field work. Younger boys, for example, using the chalet as a base, studied local Roman remains; other groups did useful work on forestry projects such as repairing fences, setting up beater points. Liaison with the forestry officials and other local people was first class, and the boys seemed to take a pride in preserving this situation. Illustrating these good relationships, two boys, having brought a boy with a sprained ankle into the valley so that he could be picked up at a pre-arranged point by one of the staff, were entertained by an innkeeper's wife until they could be collected. Two other boys spoke with pride of how, on a previous visit, they had helped to put out what could have been a dangerous forest fire.

Of many incidents of interest two others stand out.

One of the boys in a group fell while crossing a stream and gashed his head rather badly. This brought into action the emergency drill. Two boys were sent to fetch help; meanwhile the rest of the party carried the injured boy's kit and helped him, after binding his head (first aid kit always carried), to make his way more slowly along the chosen route. He was taken to hospital and then back to sick bay at the centre, but he would not go home and after a few days' rest was able to rejoin his group.

When the second-year boys were making their way to the chalet for the first time, one group was seen to be tired and a little uncertain as to where they were. To ensure that they did not miss a vital turning two of the senior boys were sent to the appropriate checkpoint. One of these, on his own initiative, went on to meet the group and brought them in, in fine style - such a change from the leg-weary group of an hour earlier!

Some general features of this course emerge which reflect the philosophy and approach of the warden and, in this case, of the school staffs also:

(a) The quality of co-operation between schools and centre.

(b) The training that ensures that no one is let loose until he has shown himself capable of looking after himself.

(c) The efficient safety arrangements through a series of

widespread checkpoints allowing staff to keep a check on all parties who can in this way spend much time on their own. The physical burden on the staff is nevertheless very heavy.

(d) The flexible arrangements which enable children of a wide range of experience to be fitted into a course which ensures they make self-evident progress in skills, endurance, confidence and self-reliance. Coupled with this are the opportunities for the exercise of real leadership and responsibility, often in critical matters involving safety.

(e) The linking of adventure with some purposeful activity, academic or practical, leading to a general awareness and an appreciation of the countryside.

(f) The lasting influence on many children who return to the area, either independently or with youth clubs, or who use what they have learned to go further afield.

D. Bridging courses

Most courses aiming to prepare young people for the transition from school to adult life are concerned in part with leisure. All have in common the creation of a genuine adult atmosphere arrived at in a number of ways but almost invariably based on a well kept centre. Careers, personal relationships, community matters, including community service, are all aspects considered in consolidating work done in school, in introducing to the centre people from outside school and in taking the young people out into the community, to show them something of industry and the social services.

The emphasis placed in school on discussion work and general communication is significant in determining the quality of response in the new situation in which the students find themselves.

1. Pupils from two schools relish an adult atmosphere

'Refreshing to have adult members of the community talking to us like adults' - Residential courses are especially suitable for attempts to help young people to adjust to the move from school to adult life, by establishing a mature adult atmosphere for the students.

As part of a full programme of visits, including exchange arrangements with a continental school, a school in one of the new towns offers residential courses for leavers from fourth, fifth and sixth forms with an emphasis on careers, post-school life and leisure. For these it combines with a neighbouring school and involves community workers, careers officers, representatives from industry and local people concerned with providing leisure activities. Each course is carefully planned and evaluated

One feature of the courses is that they should be as unlike school as possible and to this end school staff, having helped to make the arrangements, play very little part in the actual work. One teacher from each school accompanied the party of forty-five fifth-and sixth-form pupils, mainly to ensure that there was at least one person in residence whom the children knew well. The remainder

of the full-time staff on the course consisted of a careers officer, two youth and community officers, a member of the staff of the college of further education and a training officer from a local firm.

A meeting beforehand of course members and staff to outline the aims, content and method was valued, particularly as a means of getting to know the people from the other school.

The course was held in an attractive residential centre, well equipped for lecture and study work, with very good recreational facilities and single bedrooms, and set in its own extensive woodlands.

The programme included:

(a) Talks, followed by discussion:

'Young people today' by a tutor from a college of further education

'Legal rights of young people' by a local solicitor

'How to get the right job' by a careers officer

'Holiday with a difference' by a community development officer

(b) Group discussion:

'Starting work and college' with recent school leavers

'Personal relationships' with a marriage guidance counsellor

'Communications' with a community development officer

'Money matters' with a bank manager

'Politics' with a college of further education lecturer and other young people representing different political parties

(c) 'Any questions' sessions:

'Aspects of employment' with a panel of personnel officers and careers officer

'Leisure facilities in the town' with a panel of local people responsible for them

(d) Mock interviews - conducted in small groups by representatives from local industries and the vice-principal of the college of further education

(e) Indoor and outdoor activities - a free choice from a wide range including archery, badminton, basket ball, trampoline, arts and crafts, table tennis, playing records or using the tape-recorder, and making use of the library

(f) Dinner dance - organized by a committee of students, with an after-dinner speaker from the National Association of Youth Clubs

(g) Course evaluation and suggestions for follow up.

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The results of this general discussion together with questionnaires completed by course members were used by the organizers as part of their own evaluation at a post-course meeting and as a basis for planning succeeding courses. Two immediate sequels to the course were a further meeting of the two school groups for a social evening, and a meeting of representatives of the Youth Employment Service with pupils on the course to consider ways of improving the work of the Youth Employment Service in the schools (this had been criticized at the 'Any questions' session).

2. Girls take part in a simulation exercise in community development

'Made us think' - A large comprehensive school places strong emphasis on the transition from school to work, to leisure and to adult life in general. Like the previous schools it considers itself fortunate in having been able to establish a pattern in using a country residential youth centre for some half dozen weeks a year as well as in providing other residential opportunities for its pupils, such as trips abroad and field study courses. The centre is about twenty-five miles from the school and excellent relationships have been established between the resident wardens (the warden, his wife, and the assistant warden) and the staff of the school. A Georgian house in splendid grounds provides the background for the development of the first-class social atmosphere considered so important by the wardens and school staff; a large friendly dog helps create the family atmosphere.

A typical course for thirty fifth-year girls after their examinations consisted of most of the features of the earlier examples (leisure pursuits, camping, discussions on personal relationships, final social evening, music), but a special feature of the work was a simulation exercise carried on throughout the week. In this case the girls formed a committee elected from residents of a village to prepare plans for community development in the village. Details of the village were provided: population - mainly comprised young married couples with children under school age, and there were no retired people; amenities - shops, public houses, library, primary school, garage, doctor, nurse; nearest town fourteen miles away; poor bus service in evenings except Saturday.

The task of the committee is set out in the following instructions to its members:

> (a) Plan a centre (building and outside facilities) to bring people together, not only in the evenings but during the daytime for anybody not at work. Some men do shift work in the neighbouring town so are free in the afternoons. Try and provide the sort of facilities and activities for all the different members of the community which will help them all to lead a full and happy life. You may find it useful to list all the different groups you will need to provide for and to think about what they need as a separate group and what things you can provide to bring different groups together. It will also be useful to look back on the list of human needs you drew up yesterday and decide how you can meet some of these in the planning of your centre.

(b) Plan a weekly programme for the first winter session. Draw up a list of all the things you intend to do in the centre, then fit them into a daily programme. Remember to economize as you will have to use many of your rooms for several purposes.

(c) You want the council to appoint a warden to run this centre. Send them a letter describing the qualities, experience, qualifications, etc. you want and suggesting the salary and working conditions, e.g. responsibilities, hours worked, etc.

(d) Publicity campaign: you will be given instructions on this later in the session.

(e) You will receive visits from members of the village asking you to consider their special interests and you have to decide which of these you will include in your plans.

Visitors to the centre, including the school headmaster, were persuaded to bring points to the notice of the committee and 'letters' were sent in by the centre staff to which replies were made. One visitor who was called for interview for appointment as warden, was impressed by the care the girls gave to the interview, but failed to convince them that he was the right man for the job!

The course was the result of co-operative planning between centre and school staff well in advance of the visit. The large amount of residential work organized by the school and the number of day visits, involving at some time or other practically all staff, have generated in the school a general appreciation of this type of work as an invaluable part of the curriculum.

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III. EXAMPLES OF SINGLE-SCHOOL STRATEGIES

To counteract any possible impression of fragmentation of work that may have been given in Chapter II an outline is now given of ways in which individual schools incorporate a wide range of residential experience into the whole work of the school.

Four schools are included which have their own residential centres: a large comprehensive, a medium-sized comprehensive and two medium-sized secondary modern schools.

1. A town school converts a rural railway station into a residential centre - 'Discovering and sharing the simple things of life'

The school background. The residential centre is a disused railway station in the Lake District, a hundred miles away from the school. The school is a large comprehensive school in a new town of 70 000 inhabitants. The town adjoins a large industrial city in the north-west almost like a new hem on an old skirt. These are the three facts basic to a study of the development of short-stay residential courses in this school. They are, however, three factors around which pupils, parents and teachers, with dedication, determination and involvement, have built so much.

Many of the two thousand boys and girls of this school belong to families moved fifteen years ago from some of the worst slum areas of the city, indeed some of the worst areas existing in post-war Britain. Emphasis was upon rehousing and when the school came into being ten years ago, there was a marked lack of recreational provision with few shops or places of entertainment. There was, so to speak, a community vacuum in the background to the lives of the children. A group of teachers, aware of the potential dangers to the development of these children began to look around for a place in the country where small groups of pupils and teachers could go for short holidays and weekends. In this way they hoped to provide the children with opportunities of learning to live together in a new and contrasting environment and a chance for themselves to gain closer insight into the needs of their pupils. Initially, therefore, residential experience was conceived in terms of response to a community need.

The development of the centre. After a long and discouraging search lasting over a year, a small railway station in the Lake District was acquired on rental with the option of first refusal to purchase in the event of the railway authorities deciding to sell. The parent-teacher organization of the school became the tenant. The trains still run by the station but the only 'passengers' who disembark there travel a hundred miles by minibus for a week or weekend to live and work together. After seven years of determined

effort the ninety-year-old railway station, derelict for a decade, has been converted into a well-equipped residential hostel.

In order to replace broken windows and doors, provide hot and cold water, electric lights, sleeping, dining, recreational and working amenities, showers and sewage disposal, money was required together with a great deal of personal endeavour, faith and foresight. Fund-raising efforts on the school premises provided the money to make the station habitable and buy a minibus for transport. Furniture was purchased in sales; a large stove for heating was donated; another for cooking was bought. Cushions and curtains were made in the school as were the first wooden bunks with spring-laden wire-frames. Pupils, parents and staff, including the headmaster, shared the tasks of glazing windows, plastering the high ceilings, and other decorating. As time went on other amenities were provided, from the thermostatically heated blanket cupboard to a system of stopcocks for draining the water system during the winter season, when the centre is closed. A disused, war-time building of prefabricated concrete, transported by low loader, has been erected next to the station to provide a boys' dormitory, and a well-lit work-room, furnished and equipped according to the subject needs of the specialist teachers using the centre for field studies. From humble beginnings it has now become a study centre for geographers, historians, biologists, rural scientists, artists and English study groups.

Work at the centre. It was decided early on that the station would best be used by children who went with their own teachers. During term time the groups comprise 'subject' classes and work is therefore on a specialist basis. This provides motivation for both teachers and taught; pupils have a specific programme of work as a framework for their activities and teachers are not simply part-time organizers or supervisors of ad hoc groups. At weekends and during the school holidays there are parties from each of the eight school houses. Study groups leave the school on a Monday morning returning the following Friday afternoon; then a week-end party leaves at tea-time on the same afternoon to return the following Sunday evening. The 'season' of use extends from late February until late November. During the winter months, working parties visit the centre to carry out repairs, decorating and maintenance work. Pupils involved during this period pay only half the normal cost. The parent-teacher association continues to provide funds for the maintenance and upkeep of the centre but with help now from the local education authority over essential repairs.

The programme of visits to the centre is finalized at least three months in advance. It is carefully arranged to cater for the needs of older pupils with examination commitments and to allow first-year children a settling-in period at the school. Teachers, accompanying groups on the basis of one teacher to ten children, are responsible for all preliminary planning, collection of money, completion of forms by parents, briefing and preparation of work and leisure programmes. No pupils are excluded through lack of academic ability or finance. In cases of financial difficulty, money is provided by the pupil's house block or from the parent-teacher funds. A boy or girl who, in the opinion of a house tutor,

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is likely to be a disruptive element and unlikely to become more co-operative during the week of residence, could, however, be excluded.

There are fundamentally only two rules at the centre. These are that no one is to leave, or remain at, the centre alone and that no one is allowed to go near the railway line (a safety fence separates the line from the station and the rule therefore underlines the protection it is designed to give).

Discipline stems from the belief of the staff that when children are given responsibility and freedom they do not abuse it. Only once during the three-year period was the rule broken and a pupil sent home; during that time over a thousand children attended the centre. Parties up to a total of twenty-four can be housed and accommodated either as single-sex groups or mixed parties. A link has been made with a local college of education to provide two students a week to help staff during the residential year. Care is taken to ensure that these students are not left on their own in charge of pupils. This not only protects them in terms of legal responsibility but also enables them to widen their experience under the expert guidance of an experienced teacher. All staff involved in the residential courses spend a training week-end with colleagues at the centre before taking parties there. It is interesting at this point to note the subjects covered in the programme for the spring and summer terms of 1970: English, mathematics, domestic science, sixth-form general studies, geography, art, history, religious education, botany, rural science, and outdoor pursuits including activities for the Duke of Edinburgh Award. Each specialist can undoubtedly justify programmes of work that provide experiences and opportunities at the centre to reinforce subject disciplines in the context of work in school. There is a continuing and firmly held belief in the philosophy that inspired the search for such a centre in the first place: that the educational opportunities provided by the school could best be achieved on the basis of mutual trust and understanding between teacher and pupil.

Pupils' opinions. The centre thus provides opportunities for all pupils, during their time at the school to work together away from the formal pattern of the school day. From their comments they seem to value most of all the new insight gained about their teachers and their peers. Teachers achieve a deeper insight into the personalities of the children. There were many instances quoted of boys and girls who, ill-disciplined and unco-operative in school, returned from the centre with a new determination to 'redress the balance' aware that, in attempting to do so, there were at least a couple of teachers who really cared. From the beginning, a book has been kept at the centre in which children record impressions of their visit. The comments reflect a feeling that the centre belongs equally to all members of the school and that everyone is involved in its work and activities.

All teachers have encouraged children to keep a daily diary on the simple premise that if experiences at the centre are as rich as they believe then the children will reveal this in their comments.

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Their belief is fully justified. The diaries reflect joy and excitement in simple things, a sense of sharing with each other, an awareness of challenge and an appreciation of the opportunities available. They reveal the children's growing understanding of each other and of members of the community.

The local villagers are friendly and helpful, patiently answering questions or completing questionnaires. A local farm has been 'adopted' and is of great help in rural science and geography. In the nearby town the same friendly co-operation is found. In writing about a visit to the castle the children noted the courtesy of their hosts and the beauty of the furnishings, recording with obvious pride 'The owners stated that we were a group of well-behaved children which chuffed us up to the eyeballs.' The diaries clearly reveal the enthusiasm generated in work and play at the centre.

Long tiring days from early morning to late evening are referred to with a sense of pride. Participation in routine chores is cheerfully accepted. Unrecorded comments and stories by teachers and pupils underline the importance attached to the centre. It has become in the truest sense of the word an extension of the school. Its title 'Outdoor pursuits and field study centre' does it an injustice. It is more than an expanded classroom, unless one means by that a place where teachers and pupils not only work together in the pursuit of knowledge but also learn to live with each other as people.

Co-ordination of work. The link with the life of the school is further reinforced by the establishment in the school of a records room housing film, transparencies, project work, information, reports and records of various kinds for the use of parties going to the centre and for follow-up studies. The head of a department now acts as a co-ordinator of centre activities, although his main specialism is outdoor pursuits. His teaching commitment at the school is restricted to Tuesday, Wednesday and Thursday, so that he is free to supervise the departure and return of weekly groups on Mondays and Fridays. His 'free time' allocation is included in the two days available to him. The guiding principle is still that pupils visit the centre with their own teacher so that the co-ordinator is in no sense a warden.

The co-ordinator hopes to classify the resources that have been built up from the beginning to facilitate future work and to ensure that ideas and records are not lost. He considers that there is scope for greater study in depth in many subject disciplines and a need to emphasize standards both in work and in the routine life of the centre. He stresses the need for stringent application of safety measures for children involved in outdoor activities, since it is difficult for children to accept preliminary information about seasonal hazards in mountainous country as fact rather than theory. Lastly, and this is a point of great interest, he emphasizes the need for teachers to indicate more clearly the relevance of what children do at the centre to their general education. There was a need for subject teachers to underline, for example, the relationship

between field study work and the main course. There was also a need to stress the reason for discipline within the station, such as in sharing domestic chores, since many pupils in their home situation were used to fending for themselves. The philosophy of 'give more' was as alien to many as it seemed obvious to others.

Working together. The main factor that emerges when teachers attempt to evaluate the worth of the short-stay residential periods in this centre is that of involvement - parents, pupils and teachers working together. Pupils participate with teachers they know, in living and working together in an informal situation, thereby developing a greater understanding of them, of their fellow pupils and of themselves as people. The planning that goes into the preparation and follow-up of work programmes appears to stimulate curiosity and promote industry. Teachers readily cite examples of individual children whose changed attitude to work and improved standards stem from their residential experience. Other teachers will stress changes of attitude towards staff and school on the part of children who were formerly difficult or apathetic. The increasing use of the centre, fully booked during the ten months of the year when it is available, indicates the influence it has had upon the teachers' view of the value of residential courses. Likewise the generous support given by parents is a pointer to the value the children themselves place upon this type of experience. The diaries written at the end of a day are full of detail, as in the account of the village school with its one teacher and twelve desks in one large room. Leisure time activities, particularly the blindfold trail through mud and water, inspire vivid descriptions. At times they verge on the poetic, as, for example, 'I plunged into an area of hungry mud'. An unrecorded but much quoted comment is perhaps the most revealing of all: a senior boy, sitting astride a horse for the first time in his life, suddenly exclaimed 'God, it moves!'

2. Social and academic development

The school's residential centre. This school is sited in a valley in a range of limestone hills near a rapidly growing industrial centre. It acquired the use of a three-bedroomed house in a contrasting part of the country and used it for small groups, who explored the surrounding countryside and concentrated on field studies. This was replaced by a primary school on Exmoor, which became empty, though the school-house is still occupied by the original headmistress and will continue to be for another year, till she retires. The extra accommodation will then allow a whole form to be taken together. At present the accommodation comprises the school room, a kitchen, a cloakroom which has been changed into staff sleeping quarters, and boys' and girls' toilets and cloakrooms. It accommodates twelve pupils and two staff. There is no resident warden or domestic help, so teachers and pupils do cleaning, cooking, stocktaking and minor repairs as well as field studies. Virtually all pupils of the second year go to the centre (92 per cent in 1969). They are charged an inclusive sum of £2 10s for the week (1970) [£2.50]. Those who are unable to pay (very few for it is an affluent area) are subsidized from a special fund which is made up of any surplus from the costs, and money raised for the field study centre

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by school efforts. It should be added that, while the school bears a substantial part of the cost of running the centre from its own private funds, the sympathy and support of the LEA (e.g. over the tax and insurance of the school mini-coach and grants towards equipment) have been considerable factors in enabling the centre to be established.

The pupils come from local farming families, council estates and from wealthy business and professional families, who have settled in this pleasant valley, but work in the town six miles away. There is great pressure on the original country families to sell their property at a high price and/or send their children to work in the town. The children do not look to the country as a source of income, and one of the reasons for the school's emphasis on field studies is to increase the respect for, and understanding of, the basic agricultural community, and what a rural environment means to the overcrowded population of this country.

The programme of field studies

First-year pupils are all involved in half-day visits to the area around the school, during which they learn the techniques of map-reading, the use of symbols, the concept of scale maps, the use of grid references, orientation, the characteristics of limestone, shale, clay and their effects on land forms, river erosion and farming. These half-day visits (in geography periods) are arranged on the timetable by allowing four periods of blocked time each week for half a year. History is arranged to occupy the other half year, and much field work is done in this subject also, though of a different kind. (There are historical sites and buildings ranging from stone circles to the industrial revolution.) Transport is by school bus and school vans.

Second-year pupils go to the school's field centre during the first term for a period of one week. The LEA camp wardens, rather lightly employed in this term, help to transport and tutor the parties on the first and last days of each visit. Thus stops on both inward and outward journeys on two different routes give the children the opportunity to contrast other areas with both their school environment and with the Exmoor environment. At the centre the field studies include geographical, historical and biological aspects in the natural 'whole' environment. The work is set out on work-sheets provided by the specialist staff working together. This ensures that any member of staff can accompany the party without fears about how to organize field work. The results are used in a display at the centre and the school and each child produces a diary.

A disused mine in an interesting geological area has an aura of mystery, and makes a very telling setting for a local story about the murder of a child whose body was thrown into the mine. This story results in some very effective story writing by the children on their return.

Third-year pupils. Boys spend ten days at the camp on Exmoor or at an adventure centre. The work is again based on combined subject work-sheets and is followed by a week at the school's centre, which boys and girls attend in mixed groups. Historical and geographical sites are studied, and long walks play an important part in testing map-reading skills.

In the fourth and fifth years residential experience drops out of the programme for traditional examination pupils, but the less able group, aiming to do a restricted Mode III CSE combined studies examination, visit both the school centre and the adventure centre. The girls also go to an LEA centre where a member of staff runs a special 'preparation for work' course. In these years the aim is rather different. Field work becomes a vehicle for widening the pupils' social experience and knowledge of society's patterns of organization.

Sixth year. The sixth form, and especially the number of students working towards advanced level, is as yet small, but the basis of the A level course in geography is field work. The local villages are used for this, but weekends at the school's centre are also important. Visits abroad widen the experience of geographical areas. The preliminary work in the first to third years makes such experience abroad very useful, for none of the pupils is unfamiliar with the skills needed for advanced studies of a regional type.

3. Living together

The school has about five hundred boys and girls on the roll and is situated in a small coastal town in the north of England in an area where traditional mining and steel works are running down. Memories of the inter-war depression years still colour parental attitudes to school and education and it has been a hard fight to persuade pupils and parents that it is not always wise to take any job at fifteen. Social education and the quality of personal relationships are emphasized in all the work of the school.

A disused school is acquired as a residential centre. The county education authority has a long-established policy of short residential courses for specialist purposes. Against this favourable background the school was able to obtain a disused school in a most beautiful valley; rent and rates are paid by the LEA which also provides an additional sum for building maintenance. With the LEA's financial support, and by its own efforts, the school modified the basic single school-room into a residential centre with two dormitories with hot and cold water, and a kitchen with two electric cookers. Work over about a year by groups of boys resulted in the installation of a floor, staircase and doors and general renovation and decoration. Girls made soft furnishings and helped with decorating. Invaluable help with electrical work and plumbing was given by the local college of further education. The centre was furnished partly by purchase of second-hand items and partly by gifts from parents and others, including local firms. Finally, a field adjoining the school was rented, and a stile constructed over the separating dry-stone wall.

Local people, not all of whom saw the school's arrival with favour, were invited to the official opening. Parents were involved from the outset and, once the major part of the work had been completed, were encouraged to visit the centre; photographs of the original state of the building gave proof of how much work had gone into its improvement. The centre is by no means luxurious, but it provides reasonable comfort and facilities, although it has only one communal area on the ground floor and this often makes it difficult to avoid interfering with work when part of the area is cleared for meals. The contrast between conditions endured by the original working parties and those today is striking.

School policy on residence. The number of pupils on the roll is small enough for the school to be able to offer all children the opportunity of at least one week's residence in the school centre in each year of school life. To this end one of the staff has accepted responsibility for general supervision of a savings scheme by which pupils, saving a small sum each week, are able to pay the £3 (1970) for a week's stay. This charge includes transport, mainly by the minibus which the school itself bought. Although not all form teachers can or will go, basically children go in form groups with the form teacher - the vital person in the pastoral organization of the school. In addition there are opportunities for special weeks or week-ends. One member of staff co-ordinates the use of the centre and keeps an eye on equipment and maintenance.

The following are some examples of work at this centre:

First-year pupils see staff in different light - 'The teachers were better'

The whole of a first-year all-ability form of eighteen girls and eight boys were accompanied by their form mistress, another teacher, a student attached to the form for teaching practice and two fourth-year girls to act as 'house-mothers'. Because of shortage of accommodation the boys camped out in the adjoining field, except when driven indoors by a spell of exceptionally wet weather.

The party was split into three groups based mainly on friendships. Three lines of study were followed.

(a) The narrow-guage railway: (i) its original purpose of ore-carrying; (ii) visit to the mines concerned; obtain samples of ores; (iii) map of original route; (iv) peculiarities of this railway; (v) travel on the modern tourist attraction route (for all pupils).

(b) Biological study of a selected area: (i) identification and study of plant and animal life; (ii) simple ecology.

(c) Arts and crafts of nature: (i) appreciation of natural beauty; (ii) use of natural material for artistic compositions, e.g. leaf prints, flower arrangements; (iii) sculpture, carving, sketching.

In addition the whole party visited a neighbouring nature reserve.

Each day one of the groups remained in the centre to attend to domestic duties under the general supervision of the house-mother. Duties included cooking, by boys as well as girls. On the penultimate evening, in spite of wet weather, the domestic group for the day prepared a barbecue and learnt something of the difficulties of cooking outdoors.

Spare time was spent reading, listening to records, outdoor games.

Because this was a form unit taught in school by the form teacher for about a third of the week, the work could be closely integrated into the general work of the form. Preparatory work, including collecting together material, equipment and books, generated a great deal of enthusiasm. Following the visit the work was co-ordinated as much as possible and gaps filled in where necessary. The work done was exhibited in the school entrance hall where it could be seen by all pupils and visitors as well as by a separate meeting of parents of children in the form.

One pupil's written comments serve to indicate the impact of the week:

> The week was not just a holiday it was like a working holiday. We done more work outdoors than we did working indoors. My opinion is that it is a good idea working outdoors than staying indoors to work. I think that instead of reading things in books you should get out and see for yourself.

New experiences for less able children - 'We listened to the silence'

A complete remedial form (first-and second-year pupils) was taken for a week by the form teacher accompanied by his wife (a part-time teacher at the school) for part of the week and the headmaster's wife for the rest of the time. No formal programme was planned in advance, the teacher being accustomed in school to blocks of time with his group in which he could do what seemed suitable. Pupils were accustomed to simple field work in the immediate vicinity of the school and to working in groups or individually as the situation, or they themselves, required.

In general the week was one of gentle exercise with work deriving from observations made on walks over not too difficult ground - natural history, simple geography, a Roman settlement - with just enough difficult but safe scrambling to give a sense of adventure. Evenings were spent on the rented field playing rounders or other ball games, and after dinner all settled down to write up the day's events before indoor games, talk and reading until bedtime.

Highlights, as seen in the diaries, were:

(a) the invitation from a local farmer to spend a couple of hours with him watching him use his dog to round up sheep;

(b) a visit to the old church which gave rise to the quotation used as a heading;

(c) a trip on the narrow-guage railway.

All the pupils reacted extremely well with the exception of one girl who was very highly strung, temperamental and rather unstable; even so she would not go home when her parents called to see the group.

A natural leader developed in one of the first-year girls who, unasked, took a definite lead in helping the group with words, spelling and memorized information during the evening diary-writing session.

The headmaster commented that the week was a real reflection of the attitude of the teacher to his form: his concern to help all to settle down and to gain from the experience; his care to ensure fair play without this being too obvious or obtrusive.

Adaptability needed on an outdoor activities course - 'Wet and windy'

An outdoor activities week was run for third- and fourth-year pupils by the physical education master and mistress, both very experienced in outdoor activities (one had a mountain leadership certificate). LEA regulations required a ratio of two staff to ten pupils for this sort of work so, in order to try to ensure maximum value for staff time, the seven boys and three girls were selected by the staff on the basis of interest already shown, reliability and physical and mental capability. None had any real experience of this work, but preliminary training in map and compass work was given in school. Only three girls were chosen because they could form a tent unit. In addition two fourth-year girls accompanied the party to attend to the running of the centre.

Preliminary letters to parents stated the general pattern of activities proposed and made clear the requirements for equipment and clothing, the safety aspects being stressed to pupils and parents. Direct personal contact was made with parents in cases of uncertainty and difficulty. Protective helmets to wear for the introduction to pot-holing were forthcoming from families and from industry, and the school now has an adequate collection of these. Climbing boots had to be hired for all but one boy.

The activity started as soon as the children left school; they had to make their own way by service bus, then on foot to a spot indicated by a map reference, where the staff met them after taking food and the heavy kit to the centre. The map reference was near to one of the few pot-holes in the district and therefore an easy but exciting introduction for all the children.

On the first evening a night route-finding exercise, with staff, was not only a novelty and valuable in itself, but also helped to eliminate the pupils' usual first night difficulty of going to sleep.

The need for flexibility was evident on the second day. Rock-climbing, with assistance from members of a local mountain rescue team, was cancelled because of bad weather, and simple map and compass work substituted. Then the weather improved and to counter-act disappointment the overnight camp was brought forward a day. This was not a normal camp but involved sleeping on polythene sheets under the fly sheet only. It rained continuously so everyone was up early and back to the centre for breakfast leaving the tents pitched for the next evening.

While clothes and sleeping bags were drying out at the centre the party went to the nearby outward bound school and spent the morning on the ropes course, one of the most popular of the week's activities. In the afternoon canoeing was practised.

That evening the camp site was altered, partly to allow for the change in wind direction; so there was another opportunity for site selection. Two of the boys slept in a stone bivouac, built against a large boulder by the outward bound school, and so had yet another experience. But again it rained and by the time staff were awake the girls had packed up and were ready to return to the centre!

While the children were drying out and changing their clothes, the master set up a simple orienteering course exercise, with points for collecting cards and time penalties. This was done with enthusiasm. There was more canoeing in the afternoon and again the weather turned very wet. The intention had been to camp overnight at a higher level and another of the school staff (a member of a mountain rescue team) was coming out from the other direction to help with this. As he had to be contacted before 4 pm a decision to cancel had to be made early in the day. However, the social evening in the centre was enjoyed by all, as was the first dry night in bed.

During the week the children compiled their own booklets on outdoor activities and so accumulated a useful amount of information on first-aid, mountain code, canoeing theory and practice, rock climbing, caving, special clothing, equipment and above all safety, based now on first-hand experience.

Safety was uppermost in the minds of the teachers, who drew attention to the following features

(a) some pre-visit training and instruction were given;

(b) all the pupils were properly equipped;

(c) the work was done in June;

(d) the programme was adapted to the weather conditions;

(e) the good pupil-staff ratio required by the LEA was further improved for rock climbing and higher level camping - and in the end it was considered wiser to cancel these.

The staff were more than satisfied that they had achieved their aims of giving the children experience of a range of outdoor activities; and adding to the children's experience of living together, co-operating with and helping one another. This was supported by the facts that: two of the party elected to go on an outdoor activities course organized by the LEA and available to all schools in the county; another four joined a party going with the physical education master to Scotland for climbing, canoeing, sailing; and one girl joined in week-end visits with another school with a centre in the same district.

'I think it's a great idea for two schools to get together' - Week-end visits in collaboration with another school with a centre a few miles away have been greatly enjoyed by pupils of both schools. Friday night is spent at one centre, Saturday is spent in walking to the other centre and all return home on Sunday. Joint participation in walking, cooking, living and general recreation has helped to broaden the experience of those taking part.

Other residential facilities and opportunities:

(a) An annual trip abroad.

(b) Courses offered by the LEA for those with special skills and/or interests. Usually two or three places (generally for pupils in fourth year and above) are allocated to each school. Courses, staffed partly by advisers or full-time instructors and partly by staff from schools, have been run in outdoor activities; English, including drama; music - applicants are given a test of ability to play an instrument; natural history; agriculture; surveying. Such courses extend experience already gained at the school centre and give the opportunity to mix with young people from several schools; it is noticeable, however, that rarely is a pupil willing to go alone on such a course.

(c) Camping. The school has three dinghies and, through membership of the county sailing association, has the use of other dinghies on a number of occasions during the year. In addition to day or evening sailing sessions, three or four week-end camps are held at the sailing centre as well as a four- or five-day camp at the beginning of the summer holiday. As attendance is available to all age groups there is a continuous supply of experienced pupils, both in camping and sailing, to assist staff in bringing on the newcomers, the less experienced and the less skilful. The older pupils have frequent opportunities of developing leadership and a sense of real responsibility. Work for the Duke of Edinburgh's Scheme also involves camping.

(d) The LEA residential centre. The LEA provides two centres; the one used by the school was a small hotel, to which extensions had been added to give more space for leisure and work. The full-time warden and his wife are concerned only with the domestic aspects of the centre.

The school makes regular use of the centre, usually limited to two weeks a year because of the heavy demand. Originally it was

found invaluable in welding into a unit fourth-year pupils who had transferred from various other schools in the area for the school's extended course. Now it is used mainly by fourth- and fifth-year pupils for the field work which is part of their Mode III CSE biology examination; one such course has been described in Chapter II (see pp.22-3).

Assessment of the success of this residential work is not easy. The fact that the school staff as a whole has accepted either the hard work of organizing weeks in residence or the additional teaching load for colleagues at the centre suggests that they feel it is worth while. The general enthusiasm of pupils for all aspects of centre life and work can be seen by a visitor. Some attempt is made to record a pupil's response to the residential experience without increasing seriously the burden of report writing. Pupils' diaries and other writings are revealing. A few attempts at questionnaires completed by children have produced interesting results but lead to no definite conclusions.

Three lines of future development are seen by the school:

(a) Improvement of accommodation including extension of the kitchen and improved sanitary and cloakroom facilities.

(b) Continued growth of resource materials; a variety of materials has been accumulated; as needs are becoming clear the hope is to develop fuller and better organized resources (staff time is the problem).

(c) Possible refinement of both short- and long-term evaluation; this also depends upon time and the availability of expert help and advice.

The staff feel that the residential experience available to the pupils has made a major contribution to the quality and range of educational experience provided by the school. The links established with parents are a further important outcome.

4. An attempt to counteract a restricted environment - 'Confidence through challenge'

The school policy and attitude reflect very closely the interests and experience of the headmaster, who is an expert climber, experienced walker and part-time warden of a National Park. The policy is also closely related to the headmaster's assessment of the social background of the catchment area. Mainly, but not entirely, this is a council estate, some three miles outside the town, created by clearing the very old central area. Transport to and from the town was for a long time inadequate and expensive. During the summer there is a considerable demand for labour in the hotel and catering industry, which affects out-of-school activities for some young people.

The school deliberately sets out to counteract these restricted horizons by establishing close personal relationships and the building up of confidence. This is attempted, in part, by organizing

the teaching in mixed ability groups and using a team-teaching, integrated studies approach in the humanities in the first three years. During the first two years the humanities programme includes a number of outside activities of a fairly local nature; for example, Roman Britain was one term's project using as starting-points local evidence of Roman occupation. The outside activities are carried out in form units usually broken into groups, so that confidence is built up in meeting people and taking decisions.

The school has its own outdoor pursuits centre in a disused railway station in the development of which the pupils have taken an active part.

The range of activities. Outdoor skills in camping, walking surveying, canoeing and sailing are developed through gradual training and through them confidence grows. For example, first-year pupils when staying at the school's centre for a week take part in walks of five to ten miles, second-year pupils, ten to fifteen miles and third-year pupils, fifteen to twenty miles, planned by themselves. A similar progression of skills can be seen in the compass and map-work so that, in the third year, pupils should be able to navigate short distances by compass at night. All years in the school use the school centre at some stage during the year; first-year pupils spend every night in the centre while third-year pupils have more nights under canvas. Also in the first year children stay at an LEA centre to carry out field studies in biology, geography, history; in the second year pot-holing and hill-climbing activities are the basis of a week in camp.

The third year is known to the school as 'adventure year' when pupils take part in week-end camps for small groups, in places chosen by the groups. These groups are not permanently supervised by staff but are subject to 'lightning visits' at any time. Because the pupils have to look after themselves so much during the adventure year there is a great emphasis on safety training and survival techniques. Other third-year adventure activities include participation in a long-established walk open to anyone and certificated if successfully completed; canoeing; sea-sailing; attendance at guest-houses. All culminate in the overnight sleeping-out exercise, the peak of the adventure activity aimed at establishing close, permanent relationships between staff and pupils who have shared the experience of spending the night outside, protected only by a sleeping bag in a polythene bag laid on the heather, after having walked twenty miles during the day. A cup of cocoa for supper and coffee at dawn are followed by breakfast at the school's centre. The rest of this adventure week is spent at the centre taking part in night hikes as well as a variety of day-time activities including independent land surveying. The cost of the week is £1 10s (1970) [£1.50]; the LEA pays expenses of pupils when necessary. Equipment is made in school by the domestic science and handicraft departments or bought out of the school allowance.

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In the fourth and fifth years the school begins to concentrate on examination work but not to the exclusion of adventure and outdoor activities. Art, geography and history groups use the school's centre for local study projects; non-examination pupils carry out a social service programme, helping to maintain and improve the centre. All have an opportunity of adventure activities further afield, in Scotland, walking the Pennine Way, or taking part in work camps in forestry districts.

These experiences give rise to a variety of ideas and responses which stimulate creative writing, sketching and work in other art forms, some role-playing in association with local enquiries as well as the academic gains from local study work. In the early years the experiences are associated with themes such as communications, explorations, leisure and recreation, which form part of the humanities curriculum, and make more effective the implementation of the school policy of mixed-ability group teaching.

The fact that staff share this intense set of experiences helps to reassure apprehensive pupils, particularly during the sleeping-out night, and to develop trust and respect between pupils and teacher.

The capabilities of staff in the skills required for such out-of-school work and their attitude towards pupils are thought by the headmaster to be of paramount importance. Having established his policy he has endeavoured with new staff to appoint those he feels can contribute to this confidence-developing work.

IV. SOME PRACTICAL CONSIDERATIONS

The range of use of short-stay residential experience for pupils is so wide and varied as almost to defy attempts at classification. Variables involved include size of school, attitude of LEA, enthusiasm of staff, nature of premises available, financial background of the school population. Each school visited had carefully thought out a policy, whether it offered only a one week's course or attempted a continuous series of courses throughout the year.

A. Constraints and opportunities

Accommodation

Frequency of opportunity for residential work is often determined by the availability of LEA centres which are usually faced with a heavy demand, especially if, as is sometimes the case, they are primarily youth service centres.

In the majority of schools seen residential experience was an accepted feature of life. Most of the individual examples of Chapter II were part of a varied pattern of experience ranging from tours of games teams to exchange arrangements with continental schools. Where the more formal short-stay experience is considered schools have often had to decide at what stage in the school it should be arranged. Even a school with its own centre may have to face this problem; a smallish school can offer an annual stay to each child whereas a large school would find this impossible.

A more detailed consideration of accommodation and equipment will be found in Out and About, chapter VI.

Staff

All schools have had to give serious thought to the load of residential work that can reasonably be carried by staff. Reference has been made to the burden on staffing which, if not covered by a fairly good school staffing ratio and/or provision of additional temporary assistance, can have a serious effect on the morale of the whole staff. The fundamental nature of the headteacher's attitude is so obvious that it has not been emphasized, but it is over this question of staff morale that his work is most important, not only in deciding how much residential course work should be undertaken and when and for whom it should be organized, but also in developing in the staff an understanding and appreciation of the value of the work done.

Residential work has frequently grown naturally out of a full programme of school visits, in which all or most staff have participated. They are so accustomed to the timetable adjustments necessary that their absence for longer periods makes little impact, particularly if all

staff and pupils are brought up in the belief that pupils can work profitably by themselves if suitable work has been set. Staff meetings to plan and discuss visits in general, exhibitions of work done, reports on individual and group reactions all help to create a unity of thought among staff. It has to be accepted that some staff are unable to be away from home because of family and other commitments, while others are not personally interested in or suited for residential work. Such members usually appreciate that a week of continuous, twenty-four-hour day responsibility is not a soft option from work in school and, once convinced of the value of what is being attempted, can see themselves as having a very real contribution to make by supervisory work in school for absent colleagues.

This effect upon the continuity of school work of the absence of staff and children is one which looms large in the minds of many teachers and heads, especially where examination groups and subjects are concerned. In one of the examples the school has a regular arrangement with a college of education for the participation of students at the residential centre throughout the year. Not only does this help to ease the burden on the staff in residence but, if done thoroughly and seen as an important contribution to the student's training, it can help in producing new teachers interested in and knowledgeable about residential work. The success of the residential work in many schools has stemmed from their being able to appoint such teachers.

Since the success of residential work depends almost completely upon the quality and attitude of staff and since it imposes a considerable burden of responsibility, most schools allow staff themselves to form their own teams, the members of which respect one another and get on well together. A head may have to be alert to any doubtful pairings or groupings, perhaps where discipline is concerned, and also try to ensure a blend of both teaching and residential experience.

The ratio of staff to pupils for various activities is usually laid down in regulations of LEAs and is much higher than for school; for the outdoor pursuits with a greater element of risk an even higher ratio is needed. Such regulations must of course be adhered to and staff must work well within the limits of their experience and not put pupils at risk. Some authorities allow a school to employ temporary staff, if obtainable, to replace some of those away but in most schools the staff left behind have to carry the extra teaching load. This is where skill in getting all staff to see the value of their personal contribution is so important.

Insurance

Details of LEA arrangements for insurance for all involved in residential work should be carefully studied and additional cover taken out if necessary. Parents should be advised about the limits of cover where accidents to children are concerned. For information on insurance, and aspects of safety in fieldwork more generally, reference to Out and About, especially chapter IV, is strongly recommended.

Pupils and parents

Most of the schools have a general policy on which pupils go to centres, but this varies according to the number of visits possible. A school which can book an LEA centre for only one week in the year has a difficult

choice to make and priority is usually given either to the young school-leaver programme or to field work for examination purposes. Where more frequent use of a centre is possible, sending school groups, either forms or subject groups, is generally preferred to ensure that the accompanying staff are directly involved in the work and not just operating someone else's scheme.

Some schools aim to give each child at least one opportunity, in some cases one in every school year, of residential experience. Ensuring that all children take advantage of the opportunity is not always easy, especially with regard to cost and clothing. Most schools visited had tackled this, sometimes by use of school funds, sometimes with help from parent-teacher associations, sometimes through local authority welfare arrangements. Some LEA arrangements appeared to be cumbersome but others give headteachers a free hand in nominating pupils they know to be in real need of help. Many families appear to appreciate a savings scheme through which the cost of visits is accumulated painlessly throughout the year.

Schools make their demands for clothing as simple as possible but for more dangerous activities, such as rock climbing or high fell walking, safety considerations dictate more rigorous requirements; for example, in the view of many experts* jeans are not suitable for mountain work, climbing boots are necessary for rock climbing, safety helmets for pot-holing. Over the years many schools have managed to collect items which are made available as required. Many LEAs have stocks of equipment from which schools can borrow; failing this it can often be hired.

Much of the preliminary work involves parental contacts. Many of the schools use visits as a useful way of establishing relationships with parents and attempt to see personally as many as possible of parents of children going on a visit. This enables the real purpose of the work to be explained, questions to be answered, and co-operation to be gained. Opinions vary as to the value and desirability of parental visits to a centre or camp while the children are in residence and a decision often depends upon the nature and location of the centre.

Schools become aware of any special cases requiring care, either through contacts with parents or sometimes by means of a quick medical check by the school nurse and doctor.

B. Planning

Booking

A school using centres other than its own has to plan well in advance even if only for booking the accommodation; some authorities book their centres up to two years in advance. In all cases it is advisable to have the broad plan of residential arrangements available well in advance so that all concerned, especially school staff, are aware of the pattern and know what sort of interruption is to be expected to normal timetable and teaching programme. They may also be able to

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*See Safety on Mountains (Central Council of Physical Recreation, 1964), p.8.

suggest what part they can play or how they may be able to use any particular visit.

Familiarity with centre

Where a school has its own centre, accommodation and facilities are well known and it is an easy task to introduce new members of staff to premises and philosophy, encouraging them to think of the contribution they can make.

In other cases it is vital that staff should acquaint themselves with the centre they propose to use and be satisfied that it suits their purpose. With LEA centres this is usually easy, but distant centres, or those belonging to various organizations, may present difficulties. It is, however, even more important to overcome these if a profitable visit is to be expected. A stay in London can be ruined by the wrong sort of accommodation; a field-work week can be ruined through lack of space in which to work indoors. Knowledge of the area visited is fundamental to successful planning and full use of the potential of the environment. It is here that the centre wardens (if any) can play an important part. In order to preserve good relations with local people and to protect sensitive habitats, a warden's advice or decision over areas which are not to be visited should always be followed.

When the warden is appointed purely to handle domestic affairs, school staff have to make themselves responsible for all aspects of educational organization. A warden who is a trained teacher, especially if he has been in the post for some time, can be a great help to school staff, as has been indicated or implied in some of our examples, when co-operation results in a much broader, stimulating pattern of work.

Whether through contact with a warden or other means it is useful to know what sort of work has been done before in that particular area to avoid over-use either of natural resources or the equally valuable reserves of good-will in the local community. Even knowing which land-owners are unsympathetic can avoid embarrassing situations. Contacts with other schools can be fruitful not only in gaining local knowledge but often in collaboration over records.

The programme

Each unit of residential work will have its own specific objectives, developed from the broad aims of the school. In some of the examples described they are stated explicitly. In others, although staff were quite clear as to what they were trying to do, the objectives were not stated. The identification of objectives and evaluation with reference to them were recognized as being of great importance in planning programmes of residential work and in effective preparation and follow-up in school.

In planning the programme for the visit, schools vary between the extremes of a firm fixed timetable (essential where part-time help from outsiders is used) to a general statement of the overall plan. Where outdoor work is concerned most programmes accept that British weather does not always allow a firm forecast of what will be done. The special interests of staff are usually catered for and most programmes attempt to provide a framework within which any pupil's interests or enthusiasms can be allowed to develop. In fact the aim to involve the pupils directly in the development of their own work is the principal one in

much of the organization met with, the resulting motivation and self-reliance being considered more valuable than covering a unit of work predetermined by the teachers. Such flexibility also affords the chance for leadership and individual and group responsibility.

A lot of thought is usually given to adapting work to the ability and age of the pupils. This calls for hard preparation and good powers of anticipation on the part of staff, especially when all-ability groups are taken on a course. Some children may identify trees from pictures and descriptions of the relatively few known to be found in the area while others in the same group may be challenged by the possibility of using a more comprehensive, scientifically-constructed key. The accumulation within the school of ideas and examples of this type of approach eases the overall load of work and acts as a useful channel for interchange of experience.

When several visits are made by the same child there may be a very real problem of ensuring a progression, rather than a repetition, of experience in work, social development, responsibility and relationships. Progression in work is an idea with which teachers are familiar but thought may need to be given to what precisely constitutes progress in the other facets of a stay at a residential centre. The whole staff should ensure that all concerned understand the problem. In addition, those actively engaged in the residential work are helped in their task of co-ordination, if they know clearly what has been done or is to be done, so that each unit of experience for each child can be seen as fitting into a coherent developmental framework.

Integration with school work

Where a form or subject group is involved it is common practice to have thorough preparation in school so that what is done under residential conditions forms an integral part of the children's school work. Such preliminaries may be in straightforward information, in child centred planning, in training in skills of field work, map reading, cooking, tape recording, and can generate a great deal of enthusiasm and corporate involvement, especially if this is the group's first visit.

Composite groups drawn from a number of school groups, or even years, are less easily fitted into preparatory work although many schools make arrangements for this. In some cases a deliberate policy is adopted of avoiding anticipation of the matter of the course, leaving the activities to make their own impact as a series of new experiences in a new situation. The boys in our first example of leisure based courses were asked about the desirability of preparation and, as is so often the case, were about equally divided between those who enjoyed meeting most things new and those who felt they could have done more 'real activity' if they had been equipped with some basic skills.

Many of the more experienced schools have given much thought to the records required from pupils according to age and ability and relate these to the nature of the course and its purpose. Work for examinations is usually fairly clear cut. In some cases written or pictorial work is mainly asked for as a means of obtaining a direct or oblique indication of pupil reaction. Some records are scientific, factual, analytical; while some staff use the stimulus of the new environment for creative work in English, art, music, movement. The product may be a single dramatic or musical performance or it may be recorded and used as a starting point for work in the weeks after the

return to school (as in Chapter II, examples A3 and B1).

All the schools seen expected the effect of a residential visit to be felt when the pupils returned to school and would indeed have considered their efforts to have failed if this were not the case. A change in attitude cannot be overlooked, nor can improved relationships between teacher and children, nor can increased enthusiasm for work in general. Much work, because it fits into the school work of the children, carries on and develops naturally on the return although the danger of allowing mere completion of work to go on for too long is recognized. Frequently the products of a visit are put together to form a display, sometimes solely for class benefit to give a sense of unity and a pride in the quantity and quality achieved; but usually at least the rest of the school and parents are invited to see it.

C. Co-ordination

It is common practice for one member of staff to undertake a general co-ordinating function, planning the diary of use, helping with the organization, supervising the maintenance of equipment (tents, canoes, clothing, the school's own centre) and attempting to ensure that all goes smoothly and efficiently. Not all schools are able to timetable the co-ordinator in such a way as in the first example in Chapter III, but this is obviously a worthwhile aim.

V. APPRAISAL OF RESIDENTIAL EXPERIENCE

Before proceeding to an appraisal of aspects of residential work it is essential to consider its place in the education of the individual pupil in the light of the general philosophy of the school. What can residential experience contribute that could not be achieved as well in the normal school situation? In Chapter I the important factors in residential course experience are summarized as follows:

(a) Social experience arising out of the reality of living, away from home and family, as a member of a small community in a different environment with opportunities for developing contacts with adults, not only teachers, in an atmosphere different from that of school.

(b) Personal development that comes from having to adapt to new conditions and different methods of working - whether particular facets of personal development are deliberately planned for will depend upon the approach which staff and school adopt.

(c) Academic aspects which will vary widely according to the subject and the nature of the work carried out but which, if the time and energy expended are to be justified, offer something that cannot be done equally well in school.

Once the place of residential experience in the educational pattern has been clarified by the school, three approaches to appraisal of what is actually done suggest themselves:

(a) the effect upon the development of the individual pupil:

(b) the assessment by pupils and staff of individual aspects of residential experience:

(c) the opinions of those outside school: parents, governors, LEA, employers, the local community.

These are interrelated and contribute to a network of cumulative opinion and assessment, not always easy to obtain but invaluable to all.

Then the question might be asked: what is the outcome of residential work and what use is to be made of it? Fuller knowledge of a pupil is of little value unless use is made of it, on return to school, to improve the quality of education for him. In the light of what is learnt, objectives of residential work and of work in school may have to be modified, methods adjusted and attitudes altered.

The staff of the school are particularly concerned with many aspects of personal development of pupils and welcome new dimensions often seen as a result of residential work. Although attempts have been made in some of the schools to use various scales of personal assessment these are probably too time consuming for most teachers. Staff assessment of pupils is therefore mainly subjective and based upon first-hand observation: work for which the teacher is equipped by training and experience. Initiative and self-reliance in coping with unfamiliar situations, ability to organize own work, preference for working alone or in a group, qualities of leadership, social competence, enthusiasm for different types of work, motivation, relationships with other pupils and with adults - all these are considered as qualities well seen in the residential situation.

When a course has specific objectives such as giving training in particular skills, developing powers of leadership or encouraging aesthetic sensitivity, or is concerned more particularly with a subject, it is not difficult to record each pupil's level of success on a simple scale. For general work a check-list of possible results, which does not overlook these more specialized aspects, can be useful. Such a list will change with experience and as a result of discussion, a healthy procedure in that the outlook of all staff will be broadened.

Usually in the schools the knowledge gained as a result of residential work is filed and all staff, especially those who for some reason do not participate personally, should be kept up to date with information of what is done and their views sought concerning changed attitudes of pupils to school life and work. This is where the head or co-ordinating teacher can play a vital part. There can, however, be a danger of reports becoming almost more important than the work and occupying too much staff time.

As consumers, the pupils' contribution to course appraisal should not be ignored. Most work includes some opportunity for children to record their impressions either directly or indirectly. A diary is a common feature, but even the way in which work is written up or presented can contribute greatly to an understanding of the pupil's point of view. Casual comments made by pupils during their work and play are a valuable source of information and opinion for the teacher wishing to assess the value, or otherwise, of what is being done. Work designed for older pupils often has an emphasis on discussion, in small groups or as a whole party, of all aspects of the stay. Post-course essays asking for pupils' opinions are often illuminating; so too are questionnaires devised by staff to determine the reactions of pupils to their experience.

Used with care the views of pupils can make an invaluable contribution to the healthy development and growth of residential provision. It must be borne in mind that a child's response depends upon a number of factors, including a desire to please teacher or reluctance to present a view different from that of the group. When the comments of pupils are analysed it is often difficult to decide on the course of action, since opinions usually cover the complete range: 'the food was awful', 'the food was excellent', 'a very interesting speaker', 'dead boring'. Group

discussions often reflect the views of the dominant member: in an example one group thought there should be many more walks while another thought walks should be cut. It is usually possible to gain an insight into an individual's reactions and, although modification of the arrangements may not be necessary, another point to watch has been brought out.

One obvious indication of success or failure, from the children's point of view, is how many continue with interests generated, or elect to make a further visit. Perhaps more important is why they go, or do not go. Although some choose to return because they see it as a rather soft option, a sort of holiday from school, it does not necessarily follow that they do not work well when there. Those who opt out of subsequent visits may do so for a variety of reasons not directly associated with dislike: older girls may be required at home; children may be working on a newspaper round; family finance may not allow it.

Parents also can contribute to the general appraisal of the experiences their children have had. Some schools welcome visits by parents to the centre; most have meetings at which residential work is discussed before or after the event. The child's remarks to his parents, or the parents' observations of change in attitude and behaviour can give a new angle.

There is much on record concerning the outcome of residential work in terms of improvements in staff-pupil relationships, attitudes to school and work, pupil involvement and motivation, and knowledge of the pupil at work and play. Sometimes, not always, some of this is transferred to the school record or report and gives more depth to the picture of the child as an individual. All too frequently it is noted that a difficult boy (or girl) was splendid at camp or at a residential centre but reverted to type on return to school, in attitude to both school and work. Is there any possibility of using the added insight into a child's personality when he returns to school to build on the improvement shown in the residential situation? It does happen with individual pupils in relation to individual members of staff, especially where timetabling is such that the teacher has a large portion of the week with the pupil, as is often the case with first- or second-year forms or leavers' groups. But can some elements of the residential work be incorporated into timetabling for some pupils at least to give them a greater sense of purpose and involvement in their general school work?

A basic question, to which there appears to be no conclusive answer, is whether a single period of residence is of any lasting value, especially if it comes near the end of a pupil's school life. If all the claims made of improved relationships are valid, is this an argument for giving the experience earlier in a child's school life so that all can profit from the improvement? What time gap between experiences is desirable to provide reinforcement without the risk of over-familiarity and boredom? The accumulation of evidence and opinions on this will be of value.

Residential work can benefit from the understanding and involvement of a wide range of people outside the school. Parents have been mentioned but governors, LEA representatives, employers and people in the neighbourhood of the centre are all valuable allies in the work, and their views may be very useful in guiding development. In the early stages, however, as with parents, the main task is to help them to understand fully what is being attempted. The head's reports to governors could include programmes of courses. The LEA similarly can be kept informed and advisers brought in to help with planning where appropriate. Employers and the careers officers will value the improved knowledge of personal qualities. The co-operation of local people, with whom children will be in frequent contact, is essential, not only for sympathetic understanding but also for the contribution they can make in providing assistance, local knowledge, enthusiasm and additional opportunities for adult contacts. Not only are these valuable in themselves but they are essential if one of the objectives is to try to lead children to a fuller understanding of a different way of life.

There is nothing better than personal contact for this spreading of understanding, but meetings of groups for a variety of purposes can help. An exhibition is a useful means of presenting the work done to a wider audience. There is perhaps the danger that, in presenting only the tangible and visible products of, say, a week's work, the casual visitor will fail to appreciate the intangibles valued so much by the staff and pupils involved. A deliberate effort may be necessary to ensure that visitors are encouraged to look beyond what is on show and to understand the broader educational aims. Exhibitions do encourage the production of high quality work in presentation and content, and are a safeguard, if one is needed, with regard to the preservation of standards. The presence of pupils to talk about their work and experiences furthers the purpose of the residential experience.

Contacts with people from outside schools are most profitable if communication is two-way. The school can learn much from outsiders and can create the atmosphere in which its own work in this very difficult area of education can be more fully understood and appreciated.

The schools vary in the degree to which they invite outside people to visit groups in residence. Some have found visits disruptive and upsetting to children. Others keep open house and encourage the participation of people with special skills or enthusiasm. Schools with their own centres have often benefited materially as well as in goodwill by involving parents and others in aspects of centre development and maintenance; the informality of contact often leads to a clearer appreciation by staff and parents of each others' points of view.

All these contacts are a form of appraisal and most schools find interest and value in the opinion of the non-teaching community.

In most schools the use made of any assessment material, from whatever source, tends to be on an informal basis, but seems no less effective because of this. There were in schools visited two examples of more formal arrangements:

(a) In the example entitled 'Education for and through leisure' (Chapter II, example C2) there is a brief account of a co-operative effort by four schools meeting in a teachers' centre to consider the problem of leisure activities for children. The course they devised was tried out by one of the schools, as described, and the results, including tape recordings of the residential group discussions, were used as the basis for further discussion by teachers from the four schools and modification and improvement of the course for use by all.

(b) The first of the bridging courses (Chapter II, D1) was the product of a co-operative effort between the staff of the two schools and the community and industrial representatives involved. Each course produced staff views, the results of children's discussions and the response of pupils to a comprehensive questionnaire. At post-course meetings these were analysed and preliminary plans for future courses made, taking into account the views of all concerned. A very real attempt was made to respond to the comments and suggestions of the pupils.

A summary of the pattern of events is:

(a) Formulation of
- (i) the broad aims and objectives of the school;
- (ii) the place of short-stay residential experience in this general policy.

(b) Implementation
- (i) the broad strategy for short-stay residential experience;
- (ii) consideration of specific objectives of each unit of work;
- (iii) detailed planning of individual units;
- (iv) the running of each course;
- (v) feedback from the residential centre to the school for possible follow-up either in school or on subsequent courses.

(c) Appraisal, continuously, at each of the above levels leading to modifications, as necessary, at each stage. In this way, as in all other aspects of school work, it is ensured that the whole system is dynamic, flexible and sensitive to the ever-changing needs of the pupils.

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